

# THE SCHOOL JOURNAL



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# THE SCHOOL JOURNAL

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## Who Is Responsible for Graft?

At the Louisville convention, last week, which by the by was the best attended the Department of Superintendence has ever had, the talks on moral training were all of them more or less pessimistic in tone. It seems strange that any educator should fail to see the sky grow brighter. But there are those who deplore what they consider the disappearance of "old-fashioned honesty" from the land. The lamentation is intended as an indictment of the modern schools. We are told quite plainly at times that the only salvation of the world is to be found in a return to the stern ways of the schoolmasters of the past. This was urged at Louisville by Henry Sabin, for instance.

Now let us look at facts.

The newspapers are filled with reports of investigations into various forms of "graft." Men occupying positions of trust and honor have been found wanting in the virtues which are the very root of manliness and righteousness. Look at them! Their hair is white, their eyes have long lost the brightness of youth, their step is tottering. Are these men the products of the modern school? No; they were trained in the "thoro" schools of the past, where the schoolmaster's word was law, where "lickin' and larnin'" went hand in hand, where the three R's were the supreme anxiety. The investigators of these men who have brought disgrace upon this country—*they* are the products of the modern school. The warfare upon "graft" was inaugurated by these young men, most of them graduated from college within the last ten or twelve years. Their ideals urged them to attack the monstrous evils that had begun to corrode the very foundations of our national institutions. These young men founded good government clubs, not minding the scoffs of their cynical seniors. They organized vigilance committees to bring to task the betrayers of public trusts, whom a diffident generation had lifted into power.

If to-day were not better than yesterday, then the teachers of yesterday would stand altogether condemned. Each generation strives to leave the world richer than it found the same. Not only by their guidance, direction, and prescription do educators advance civilization, but also by their mistakes. We profit by the errors of those who have gone this way before us, as they profited by the errors of their forerunners.

Let us look at some of the blunders of the schools of the past in lines of moral training.

The great incentive to scholastic activity in days gone by was an ordeal called "examination." If it had been designed for the express purpose of corrupting youth it could not have been more cunningly

devised. The constitutionally honest pupils were reduced to mere memorizers of facts, the less conscientious workers resorted to various forms of cheating. The memory was exalted. "He hath swallowed down riches, and he shall vomit them up again."

What the head would not hold a "crib" could readily supply. The passing of these "exams" was not infrequently a matter of luck. To come out at the end of the ordeal with flying colors was the chief desideratum. To pass or not to pass, that was the question. Who cared *how* the battle was won, as long as it was won? With so much encouragement practically held out to dishonesty is it any wonder that some of the product of the schools of fifty or sixty years ago is now found wanting?

Many of us well remember what glee there was when the schoolmaster had been cheated. No shame attached to this kind of dishonesty. There were other modes of practising the devil's scale, which won the unstinted applause of classmates. How different from this is the average school of to-day! In many schools the pupils have themselves condemned the forms of cheating which were known as horses, ponies, trots, and cribs. Honesty has the approval of public opinion in the class-room. This marks a great advance over the past.

With the truly modern teacher the effort put into the work counts for more than the bare result. This is another strong incentive to probity.

To be sure, not all teachers in the schools of to-day are working in the light of to-day; but most of them are, and they give character and efficiency to the spirit of the education of the present.

Let us not forget the good we owe to the past. At the same time we will not yield up our hope in the future. The noblest women and the greatest men are yet to come. The girls and boys in our schools are going to know beauties and joys that no mortal has ever dreamed of. The world is growing better every day.

The secretary of the Bowery branch of the New York Y. M. C. A. says that about one-fourth of the men who are "stripped and stranded and show up" in his office are college men, and three-quarters are native Americans.

Mr. Franklin C. Lewis, for several years Director of the Graduate Department of Pedagogy at Dartmouth College, has just been appointed Superintendent of the Ethical Culture School, to take charge at the opening of the school year. Mr. Frank A. Manny, the present superintendent, who has been with the school for the past six years, will spend a year or more in study and travel before re-entering school work.

Full reports and a critical review of the Louisville Convention of the Department of Superintendence, N. E. A., will be published in THE SCHOOL JOURNAL next week, together with several of the most important papers presented.

## Some Things the White Man May Learn of the Indian.

By GEORGE WHARTON JAMES.

[From an address.]

Of course it is not true that all Indians are good Indians, but it is fiendish to believe that the only good Indians are dead Indians. This legend of the whites has done incalculable harm. There are noble Indians, such as Fenimore Cooper described. His pictures are true to the souls of most Indians. The Indian needs what is good in our civilization, and we need many things he can teach us.

The Indian's first lesson is his love of out-of-doors. He lives out-of-doors and he thinks out-of-doors. He is spiritualized out-of-doors. He understands the storm movements better than most of our experts. To him the thunder is the voice of an angry God and the zephyr is God happy with man. There is no race in such natural sympathy with religion. The Indian lives religion.

He sleeps out-of-doors, and has done so for centuries, proving that his ancestors knew more about healthful habits than the pale faces, who have only now learned to cure the white plague by the same method. There is another thing about the Indian. He is not possessed of the notion that the nose is an organ of speech. He does not talk thru his nose, but with mouth closed breathes thru his nostrils. The Indian mother, tho she does not know why, makes her baby keep its mouth closed. She will press the lips together, and if the baby continues to try to breathe thru its mouth she straps the jaws closed with rawhide, believing that if the baby cannot get its respiration thru the nose it had better die, because it will never be healthy and strong.

The Indian breathes deep. His is not chest respiration, but the breathing from the lower ribs. You and I have wondered that in a great theater we could hear Sarah Bernhardt's whispers. I went to hear

her, and saw that as with the Indian women, her waist line was indistinct. I forgot her art in watching her breathing. Her vocal chords are not stronger or her enunciation much clearer than that of others of the stage, but there is the great power of deep breathing—the bellows behind the voice—so that you can hear her whisper. Like the Indian, she breathes deep.

These statements may seem to be exaggerations, but they are positive truth. I have known an Indian to cover eighty miles on foot in a day, and he was seventy years old. I have known Indians to cover 200 miles on horseback in a day. How can they do it? They live in the open, sleep in the open, and are an out-of-door people.

Now I hope to live a hundred years at least, as many of the Indians have done who did not come into too close contact with civilization. I believe I will live these years because I live their life—I live out-doors and sleep out doors, I masticate my food, and I expose my body to the sun, believing like the Indian, that the tanned face is the healthy face. You can rely on the word of an Indian. He is your friend or your enemy, and he wants you to be sure that he is one or the other.

Before Columbus came to America Indians knew the art of shampooing. They take roots and make a fine lather with hot water. With this they rub the hair delightfully. An Indian woman once gave me a shampoo. She was a grandmother and the daughter of a chief.

The Indian laughs as merrily as a child and just as naturally as a child, unless the white man is about. Then he is solemn. All his evils he attributes to the pale face. The great United States Government steps in and takes his lands and evicts him, and it is not to be wondered at that he looks upon us as untrustworthy; while at the same time he is eager to give up his own life for the sake of a white man he trusts. He is the splendid, noble, original, American, worthy of citizenship, with his heart open to the truth of Christianity.



Weaving Room at Navaho Boarding School.

Courtesy of the *Indian School Journal*.

## Parental Schools.\*

By SUPT. GEORGE MORRIS, of Bloomfield, N. J.

We find in almost every community having a school system of any size, a few truants, a small percentage of pupils who have lost all respect for the authority of parent or school, still another small number who are practically homeless, and some who are worse than homeless because the place called home belies the name. In some of these so-called homes the children have little opportunity for mental development because the parent has scant sympathy with anything that will keep the child from earning a few dollars, while in others the children are surrounded by an atmosphere so full of vice, crime, or immorality that in a few years the innocence of young boyhood and young girlhood is likely to give place to a career of crime or a life of debauchery and shame. You will probably agree that the question of the proper care of these young people presents an important problem.

Is it best for the school and the community that the truant be allowed to play truant indefinitely, that the incorrigible be allowed to continue to practise his open defiance of authority in the presence of the other pupils, thus sowing the seed destined perhaps to bring forth a fruitage of anarchy and revolution in later years? Shall we leave the young boy in an environment that will probably lead him to a life of vice and crime, and the young girl surrounded by influences that will be almost sure to make a wreck of her life? All these young people, the truant, the incorrigible, and the child coming from the home of vice, exert influences upon the life and atmosphere of the school that are antagonistic to its proper development. Yet, if these truants prove stubbornly persistent and the incorrigibles absolutely irrepressible, about all we can do at present is either to send them to one of our over-crowded reform schools to spend two or three years of the most susceptible period of their lives in the company of young criminals or degenerates, or to turn them loose upon the streets to carve out a future for themselves; and we can well imagine what this future will be.

Altho this group of children may be characterized as bad children, they are not bad in a criminal or degenerate sense, and it seems unfair, unwise, and unjust to place them where they will be surrounded by these influences even tho it can be shown that a large percentage of the inmates of our reform schools are eventually reformed.

A half century or more ago the so-called laws of heredity were pretty generally accepted. That eminent English scholar, Sir Francis Galton, made a somewhat searching study of this subject and after careful tabulation and comparison of the facts and statistics he had gathered together, he felt justified in drawing the conclusion that we are largely influenced by what our forefathers were and did.

The researches of more recent students of sociology do not bear this conclusion out, especially in so far as the doctrine of moral heredity is concerned, but seem to indicate very strongly that the proper development of the moral life of the child depends to a much greater degree upon his environment. If this theory appeals to us as being the correct one it is plainly our duty to supply the proper environment whenever and wherever possible.

But you may question the correctness of the theory so I will present an argument or two in its support. Perhaps I cannot do better than to quote a few extracts from an editorial published in the Newark *Evening News* a week or two ago, in which the matter is stated somewhat as follows:

"Generally speaking, children are not born bad, but become so thru environment. Heredity may

influence their lives, but their characters are the result of their associations, affiliations, and education." The article next calls attention to the investigations of the New York Society for the Prevention of Cruelty to Children which have extended over a period of thirty years. "The social and moral welfare of over 500,000 children was involved in this investigation and the records show that environment has by far the strongest influence upon the development of character. Removing them from improper guardianship is therefore of first importance. If they can then be placed under the control of good exemplary individuals, their reformation is well nigh certain.

"During the past three years 3,277 children have been arrested for various causes and brought before the Children's Court in the city of New York. These children were all paroled under conditions which produced an improvement in environment, and of this number 83.2 per cent. were so helped by the change that they have not been guilty of a second offence. These statistics are corroborated by reports from different institutions in our own state."

These facts seem to lead fairly to the conclusion that the group of children we have in mind are creatures of environment rather than creatures of heredity, and that their surroundings will largely determine what their future lives will be. But they are not responsible for their surroundings even tho we are going to hold them strictly accountable for their conduct when they grow to years of manhood and womanhood.

There is a point somewhere in the lives of these young people when their influence upon their young associates reaches the danger line, and when this point is reached the process of segregation should take place at once. The parent of the normal child does not want his boy subjected to demoralizing influences, and the parent of the other boy does not want him subjected to the influences of the reform school. What can be done to satisfy both these parents? We have tried the organization of special classes, and altho they are helpful they are not altogether satisfactory, largely because the pupils are under our control but five hours out of the twenty-four. If we could but keep them with us all the time we believe the problem would be solved.

This leads to the suggestion of the parental school, which has proved a happy solution of this problem wherever it has been tried. As the name indicates, this school is designed to furnish the right kind of home influence for our unfortunate young friends. The children are supplied with all the comforts of a well regulated home and are continually under the care of skilled men and women whose lives are devoted to this line of work and who are very successful in supplying the love and cheer of the normal home.

A large number of these schools have been established in different parts of our country. Their organization and administration vary as to details in different communities, but the underlying principles are about the same and they all have a common purpose, viz., the development of the neglected or wayward boy into a true man and the development of the neglected or wayward girl into a pure woman.

The most successful of these institutions are built in the country, where they are surrounded by broad acres for the boys to cultivate. As a result of experiment it has been found that the cottage plan of organization produces the best results. This means that instead of having one large building in which the children are all thrown together, a number of large cottages have been erected, each capable of accommodating from fifty to seventy pupils. Imagine, if you will, one of these schools with its several cottages inhabited by groups of the children we have been describing, generally contented and happy, all under

\*Abridgment of an Address.

the care and supervision of men and women whose lives have been cheerfully dedicated to this noble work, and you will have in your mind's eye a pretty good picture of a parental school.

In order to explain still further the organization, maintenance, and conduction of the schools, I will quote from one of the reports of the Council of Education of the State of New Jersey, as follows:

"In Massachusetts they have been organized in six counties, including Suffolk county, in which Boston is located. The schools are maintained by the counties and are subject to visitation by agents of the State Board of Education, that of Suffolk county—the Parental School of Boston being also subject to the visitation and inspection of the school committee of Boston. The county pays \$2 per week for each of its pupils, the state pays the remainder.

"Pupils of school age are committed by the courts for truancy or absenteeism, for a term not exceeding two years. The ages of boys committed varied during the year 1902 between seven and sixteen. Pupils are discharged at the end of the term of commitment. In Boston boys are conditionally released on parole, before expiration of sentence, by the trustees, with the approval of the superintendent of schools (who assigns the conditions) and of the court imposing the sentence. The usual condition of release is that the released boy attend a public school regularly. Failure to do so is followed by recommitment to the parental school. In other truant schools there is no system of parole. These schools were organized on the congregate plan, but one of them, the parental school of Boston, has recently changed its organization to the cottage plan previously mentioned.

"The Chicago parental school is an institution established under the control of the board of education. It is maintained by the city, and any boy or girl of compulsory school age may be committed by court for habitual truancy or persistent violation of the rules of the public school. The time of commitment of these pupils may last until the age of fourteen is reached, but they may be sooner discharged. A pupil may be paroled by the board of education in the custody of one of the agents of the board, but not in less than four weeks from the date of commitment. The paroled pupil must attend school and his principal send monthly reports to the superintendent of the parental school. If these are satisfactory for one year the paroled pupil is discharged.

"In case a pupil of the parental school becomes incorrigible and his influence is detrimental to the interests of the other pupils, he may be committed to the Juvenile Reformatory by the county court.

"This parental school is organized on the cottage plan and the clothing of the pupil is supplied by the parent or guardian."

Reports from most communities in which these schools have been organized are of the most encouraging nature.

"From Allegheny we hear that a large gain was made in average attendance. Superintendent Blodgett of Syracuse says the results have been excellent. Truants and incorrigibles have been reclaimed and the deterrent effect of the enforcement of the law has been greatly helpful. The Superintendent of Butte, Montana, reports a most striking success. We have not had in our industrial school (this is another name for the parental school) over fifty pupils altogether, and not more than twenty-two or twenty-three at any one time, but it is clearly evident that the school and the vigorous enforcement of the law has kept something like from a hundred to one hundred and fifty pupils in school who otherwise would have been chronic truants. It has also had a very appreciable effect upon the general discipline of the school."

There is a great industrial school in the Hocking Hills near Lancaster, Ohio. It is organized on the cottage

plan and has a campus of 1,200 acres, on one side of which is located a reform school much like our own at Jamesburg, and on the other is located the parental or truant school. Altho they are both under the same management, they are practically two separate institutions of nearly the same size.

The superintendent of these schools, Col. C. B. Adams, is a firm believer in plenty of out-door sports for boys. The buildings are splendidly equipped, being supplied with open plumbing, shower baths, and about all one could wish for in the way of comfort. Colonel Adams is a military man and the schools are military schools, the boys being dressed in uniform and having a regular military drill. It is true they do not learn very much about Latin and Greek, but they do learn carpentering, plumbing, baking, tailoring, shoemaking, blacksmithing, printing, steam laundering, brickmaking, bricklaying, stone quarrying, stone cutting, mechanical and steam engineering, shorthand, telegraphy, floriculture, and green-house work, gardening and farming; that is, they learn something that is of great practical value to them when they leave the school, in that it enables them to make their own living.

There is no doubt but that a large percentage of our incorrigibles, etc., would soon become criminals and candidates for the reform school if we should eliminate them from the public school system and give them no further attention. I believe that statistics show that about 70 per cent. of the inmates of our reform schools are reformed and become useful citizens. We could surely count on saving a larger percentage of these people if we could place them at once in the environment of a parental school when it becomes necessary to expel them from our public schools.

If we assume that there is one person belonging to this special group for every 2,000 of population in our state—and this seems a rather conservative estimate, the total number of truants, incorrigibles, etc., would be in round numbers a thousand souls. Again, let us make a conservative estimate and assume that only 50 per cent., or 500, of these people will reach a point where they will become a menace to the welfare of our schools, thus necessitating expulsion. Of these 500 pupils turned loose upon the streets to shift for themselves surely 300 will eventually be committed to our reform schools. If on the other hand we supply the right kind of environment to begin with for these 1,000 souls, the statistics of the Children's Court of New York city, previously referred to, seem to prove conclusively that at least 830 of them would be saved to the state, thus leaving only 170 possible candidates for our reform institutions.

Again, statistics indicate that about 20 per cent. of the inmates of our reformatories become professional criminals. If then we do not provide the proper surroundings, 20 per cent. of 300, or sixty of our boys in the first case will become hardened criminals, while in the other case there would be but 20 per cent. of 170, or thirty-four, thus making a difference of twenty-six in favor of the parental school, or proper environment.

It has been estimated that each criminal does the state about \$2,000 worth of damage each year, not taking into consideration what it costs to apprehend him, detain him, and try him for his crimes.

Another simple multiplication problem, twenty-six times \$2,000, gives us a product of \$52,000 saved each year to the state by the parental school. If to this amount we should add the sum each one of the twenty-six would earn as a respectable citizen, and the cost of catching, detaining, and convicting them should they lead lives of crime, we should have a sum somewhat in excess of \$75,000 to put against the cost of the parental school.

In Ohio it has been found that it costs the state \$160 a year for the care and support of each boy; but

let us be liberal and double the cost of maintaining the twenty-six boys in question in New Jersey. The total cost would then be a trifle under \$10,000, and the net saving to the state the sum of about \$65,000.

The assumptions we have made in developing this argument we submit to your judgment, feeling that if you will agree that they are in the main correct; you will be ready to give this matter further study and consideration, especially when you think of the great moral issues involved in saving our boys and girls from lives of vice, crime, and immorality.

These schools, would be found useful to the community in other ways. What a place of refuge they would be to the poor wanderer cast adrift upon the sea of life

without parents or even friends to look to for help or advice. We all know or have known in the past of some poor waif who has wandered about the streets for days at a time, sleeping in carts, under porches or in boxes, eating what he could beg from door to door—if too honest to steal. You have probably tried to aid him by finding a home for him in some charitable institution. But perchance the institution you applied to was an endowed one, with rules and regulations so discriminating that in the end you had to give the matter up, feeling sad to think that there was no place where your little charge could be received with open arms and the matter of antecedents, etc., attended to later.

## The Physician's Unpaid Debt to Youth.\*

By George Parker Holden, M.D., Yonkers, N. Y.

The modern mission of medicine unmistakably is preventive, *i. e.*, educational.

Horace Mann says, "The lowest claim which any intelligent man prefers now in behalf of 'education' is, that its domain extends over the three-fold nature of man—over his body, training it by the systematic and intelligent observance of those benign laws which secure health, impart strength, and prolong life; over his intellect, and over his moral and religious susceptibilities also." And, on the other hand, he gives this pertinent testimony: "I was taught all about the motions of the planets as carefully as if they would have been in danger of getting off the track if I had not known how to contract their orbits, but about my own organization I was left in profound ignorance."

The ignorance of a tremendously large proportion of men, including even those of superior general intelligence, which affords no well-rounded conception of a subject so vital to life's deepest welfare as the import, obligations, and responsibilities of his virile nature, is a fact of which every conscientious physician becomes only too sadly cognizant at the very outset of his professional career. It is an ignorance, if blameless, so dense as to be supremely ridiculous, were it not so deeply pathetic in view of its far-reaching and most sorrowful consequences.

I submit that there has been criminal negligence in this matter of adequate definite common knowledge concerning sexual matters, its effects being glaringly apparent all along the line from youth up. Take as typical illustrations the facts concerning the great mass of mental and physical suffering involved in youth's ignorance of self, driving it to quack and charlatan sources of misinformation for relief, on the one hand; and, on the other, the propagation of the disease gonorrhea, with all its far-reaching sequelæ as fittingly appreciated only in the light of modern medicine.

Pres. G. Stanley Hall, of Clark university, says: "Youth tends to do everything physically possible with its body considered as a machine in the tentative, to explain every possibility of action and innervation. . . . It is plastic to every suggestion, tends to do everything that comes into the head, to instantly carry out every impulse; loves nothing more than abandon and hates nothing so much as restraint. It is the age that can withstand no dare or stump; loves adventure and escapade; tends to let every faculty go to its uttermost; and seems to have a special tendency . . . to every psychic disease."

That half-decade of boy-life between the ages of, we will say, ten and fifteen years, is one fraught with gravest possibilities for future blessing or embitterment. It is the springtime of life; the boy is ap-

proaching the age of puberty, "where the brook and the river meet." His sex is becoming fully defined, he has an inherent sense of the fact, and coincident with the acquirement of man's distinctive physical traits and functions, goes hand in hand the more or less gradual accumulation of knowledge—or error; rather, under existing conditions—pertaining thereto. The open-hearted lad who scarce ever gave himself sustained thought in these prepubescent years now becomes aware of strangely-confusing ideas, desires, and impulses, the faint first dawns of that sexual self-recognition which leads to full knowledge of his specific position in life as the propagator of the species; it is the psychic phenomena of the awakening of the consciousness of potential fatherhood.

His attention once directed to this absorbing subject, nothing could be more natural than that a boy be possessed of a great desire to find out all he can about it. This he proceeds to do without delay. And if, perchance, he prove exceptionally non-progressive along the line of personal investigation, he speedily finds no dearth of companions who are all readiness to supply the lack. For knowledge will come to him! Any attempt to keep him in ignorance of further revelation would prove perfectly futile even were such a course desirable, and the dictates of common sense point to the fact that safety is guaranteed only in education continued thru proper and wholesome channels.

This is a period of greatly heightened activity both of the body and imagination, when the influence of his reading and playmates should be doubly guarded against; when both body and mind should partake of systematic, wholesome, healthful exercise in generous measure. But instead of such a desirable state of things, the usual course is for the lad to be left to shift for himself, imbibing such ideas as he may from vicious companionship of the street or contact with vulgar, if not lewd, servants within the very household; and this supplemented by perusal of such depraving literature as may chance to fall in his way and captivate his fancy—

"Lascivious meters to whose venom sound  
The open ear of youth doth always listen."

If it be a long-familiar truth that first impressions are lasting ones, it may equally well be understood that the association of a vulgar name with a perfectly proper thing or act exercises a depraving influence. The wisdom of early furnishing a boy with the correct names of the sex organs and their functions, is self-evident, as a chaste vocabulary is an essential factor to chaste thinking—language is the vehicle of thought, and a very fair thought would suffer besmirching in a dirty vehicle. This should be done soon enough to forestall the knowledge of such corrupt street designations as, otherwise, naturally would be incidentally absorbed; it should be done as

\*Extracts from a paper read before section on Pediatrics of the Homeopathic Medical Society of the State of New York.

soon as he is at all apt to think of such matters, and it may safely be said that nine out of every ten guardians of youth, because of a mistaken fear of preconsciously and harmfully directing the thought along this channel, wait a deal too long before imparting such information, if, indeed, they approach the subject of the vita sexualis in any manner at any time. Meanwhile, to quote President Hall again, sex has been asserting "its mastery in field after field, and works its havoc in the form of secret vice, debauch, disease, and enfeebled heredity, cadences the soul to both its normal and abnormal rhythms, and sends many thousand youth a year to quacks, because neither parents, teachers, preachers, or physicians know how to deal with its problems. Thus the foundations of domestic, social, and religious life are often undermined."

The speaker's purpose is unmistakably to emphasize that concerning this whole matter of knowledge pertaining to the sexual sphere, it is a question not at all of whether or not any information shall be acquired by the immature and innocent, nor, chiefly, at just what time of life such knowledge would best come, but primarily it is a question solely as to its accentuated source and course, their authoritativeness and desirability. And yet thru inane tho systematic self-deception regarding a truth so transparently palpable as this one, only grievous harm has accrued, and hourly continues to accrue, to humanity. It is a matter of common knowledge and experience that the reproductive function of the human male is developed before it can be wisely used, and that the sexual instincts unguided are instincts unrestrained that "lead to injustice, and fail to direct the individual in the true path toward happiness for himself and progress for the race."

Furthermore, "There is a vast difference," says Seneca, "between forbearing to sin, and not knowing how to sin;" and such is Montaigne's thought when he advises that a young man "be able to do everything, but to love to do nothing but what is good."

This whole subject of sexual physiology and hygiene and ethics and the promulgation of proper knowledge of the same, has been enveloped in a miasma of combined puerility, morbidity, and moral cowardice, that has befogged the judgment, baffled the efforts for betterment, and blighted the reputations of otherwise acknowledgedly sane, earnest, masterful, and revered teachers of men; and has sapped the manhood of the race.

Dr. Follen Cabot, of the Post-Graduate Medical school and of Cornell University Medical college, in New York, says in the *Medical Record* for Sept. 30, 1899: "From childhood to the time of puberty the majority of children . . . are taught absolutely nothing about sexual hygiene. They have to learn by their own experience, one generation after another. There is a deep mystery cast over the whole subject, as if it were something improper and indecent to discuss, even between father and son and mother and daughter. Is it any wonder wrong ideas are received, injurious acts performed, and children grow to adolescence with crooked and misshapen ideas in regard to a function which is next to self-preservation in importance and intensity? If parents cloth or feed their children improperly they usually find it out and correct the error. When, however, it comes to a question of sexual hygiene we immediately tread on forbidden ground, and ignorance and mystery reign supreme. This lack of proper sexual teaching in youth undoubtedly affects both physician and patient in after life."

But we cannot much longer evade the responsibility for relief from present conditions, which it is pretty generally agreed among trained observers of social phenomena outside of our own body, devolves principally upon the medical profession. Certain it is that from the vantage-ground of the medical-man's

viewpoint the urgent need of sexual instruction is quickest and keenest appreciable. However, we do not at all agree with some that anything of account is to be expected to be accomplished thru the medical man's relation of the family physician. Not only has past experience demonstrated the utter futility of this means, but as for the future, the role of the doctor as a revered intimate friend and family general counsellor has become well-nigh extinct in this modern time of specialization; and this most applies in the cities, where several members of a family will each have his own doctor, specialists being consulted between times, and where the relief needed is most urgent.

The physician's responsibility here is being laid anew and directly at his door by the trained educator, the modern pedagogist; and this has come about thru the common meeting ground of interest for the two professions in the study of that newest science of psychology. The modern educator is studying the psychology of youth-culture with might and main. But no less strenuously the modern physician is studying the psychology of disease and of therapy. What need has any one to-day to stand here before you and teach the truth of the influence of body upon mind and mind upon body! But emphasis of the fact may be pardonable in this connection, and particularly emphasis that this truth of the influence of the bodily state upon the mind applies with redoubled force where the sex organism is involved, there being an extra-intense sympathy existing between the mind and the generative system. No aspect of the thought that one is "not as other men" will so quickly invite despondency, and plunge one so deeply into the black mire of melancholy, as the conviction of any marked deficiency in sexual vigor. This knowledge is worked literally for all it is worth by those human vultures in the hypocritical guise of philanthropic medical-counsellors, who thru their widely-advertised announcements most seductively promise relief to the "wretched victims" of "youthful errors." Specimens of such highly-colored and utterly devilish literature, with which the world is fairly inundated, speedily fall under the eye of the boy or young man, who, aided by a guilty conscience, stands ready to accept the accusation of being sexually bankrupt, and immediately feels that he is an unique and terrible example of moral depravity and has surely committed unpardonable sin, the effects of which inevitably will blight his whole career.

"A single New York broker had 3,000,000 confidential letters which were written to advertising medical companies and doctors, mostly by youths with their heart's blood and under assurances of secrecy, for sale at fixed syndicate prices. I have bought 1,000 of them," says Pres. G. Stanley Hall, "and estimate that I could purchase at least 7,000,000, if I wished to go into this business by addressing correspondence patients who had left other practitioners in this field discouraged, but who were ready to try once more. That some try a fifth, is shown by the fact that the stated price per 1,000 letters guaranteed to have been sold but four times, is five dollars. . . . When the soul has entered upon this gloomy pathway to Avernus everything seems to help it onward and downward . . . the youth is fighting the hottest battle of his life, with the world and the devil, and unaided,—alone."

Asks Bacon, "since things alter for the worse spontaneously, if they never be altered for the better designedly, how is the evil to stop?" and John Stuart Mill gives at least a partial answer to this question when he says, "The diseases of society can be no more checked or healed than those of the body, without publicly speaking of them."

One thing that should stop, and immediately, is the exploitation of any reputed remedy for sexual ailments, at least in the lay press; a piece of special

legislation perhaps being required here, tho doubtless much could be accomplished thru fullest enforcement of present laws relating to fraudulent use of the mails.

*But the thing I particularly urge is the prompt institution of a systematic adequate graded course in sexual psychology, hygiene and physiology, and ethics, for the male classes of all our public high schools and in all our colleges.*

Home-training will not accomplish the end sought, it being self-evident that parents can not communicate knowledge upon subjects of which they themselves are woefully ignorant. Then, again, youth looks up to the teacher as the natural fountain-head of systematic knowledge; what "the teacher says" is regarded as infallible at this impressionable and receptive period. Further, it is particularly to be noted that it is a fundamental error to associate such teaching in the mind of the pupil with any idea of something special or unusual. On the contrary, the information should be conveyed in as matter-of-fact manner as knowledge of mathematics, historic events, or geographical areas, and so would be as naturally absorbed. And the pupil should be required to pass a regular examination in the essentials just as with any other subject.

The need of determinedly grappling with this matter is to-day keenly felt among educators; and they also feel the need of help from our profession in dealing practically and efficiently with it. A boy's private school not many miles from New York, that makes a specialty of definite instruction in these subjects, finds no difficulty in obtaining pupils at \$1,000 per year tuition. Dr. La Fétra, Instructor in Pediatrics, Columbia University, and Lecturer on Physiological Pedagogics in New York University, has a pertinent paragraph on the teaching of self-knowledge, in a recent paper dealing with "School Hygiene and the Growing Child." But perhaps the most significant sign of the times is the recent valuable and exhaustive work on "Adolescence, its Psychology, with relation to Pedagogy, etc., by Pres. G. Stanley Hall, of Clark University, and published thru the Appletons. Says Dr. Hall: "The psychic activities of childhood and youth . . . are worthy of all scientific honor. . . . Many are the prevailing errors of education and of life, but "Modern conceptions . . . may give to our practical age and land the long-hoped-for and long-delayed science of man. To help bring about these tendencies to their maturity is the task to which organic thinkers should address themselves. . . . If truth is edification, the highest criterion of pure science is its educational value. . . . The largest possible aspect of all the facts of life and mind is educational. . . . Thus psychology and the higher pedagogy are one and inseparable. . . . Never has youth been exposed to such dangers of both perversion and arrest as in our own land and day. . . . The percentage of juvenile crimes increases and the average age of first commitment grows steadily earlier. . . . Despite all this I am an optimist . . . not merely because an evolutionist must hold that the best and not the worst will survive and prevail, but because in most . . . of these fields I clearly see the beginnings of better things. Even in education and religion, the strongholds of conservatism, there are new and better ideals and efforts, and these are less exceptional and are growing in power and influence and are represented by more and better men."

As a remedy for the special condition of neglect discussed in this paper, I suggest the organization of a national association of educators and physicians, whose object shall be to devise an approved and adequate graded regular course of study for the youths of our high-schools and colleges, covering the subjects mentioned, and to promote the general introduction of the same. Special instructors suitably equipped to teach such a course also, might be sup-

plied thru the agency of such a society until such time as the movement had progressed to the point when all the schools of pedagogy would be preparing special male teachers for this work as the regular thing.

I will close with this quotation from Carlyle: "But above all, where thou findest Ignorance, Stupidity, Brute-mindedness,—yes, there . . . attack it, I say; smite it wisely, unwearily, and rest not while thou livest and it lives; but smite, smite, in the name of God!"

### Teachers Who Worry Pupils.

Dr. Stuart H. Rowe has recently sent out a new book relating to the physical development of the child,\* which is a valuable contribution to child study literature. It represents in part a course in child study given by the author in the state normal school at Mankato, Minn., and is intended as a textbook for students in normal and training schools, as well as for parents and experienced teachers.

After devoting several chapters to physical tests for school children, for the purpose of noting defects in sight, hearing, nervous and muscular efficiency, etc., the writer discusses motor ability, enunciation, nervousness, and fatigue. Growth and adolescence are the subject of an important chapter, and the conditions of school and home life conclude this survey of the child's physical life.

For much of the red tape of prominent educators and successful teachers, the author has but little sympathy. The arbitrary, nervous teacher is one of his abhorrences. He says: "The pupils in a certain city were recently referred to as well versed in the latest methods of worrying teachers. It is not impossible that in many a city a similar charge might be made against the teacher with reference to the child. There are marks, examinations, restrictions as to position and occupation, the use of fine muscles in young children, the lack of recreation, punishments of various sorts, a real or seeming arbitrariness, nagging, and, perhaps more serious, the overpressure upon some children due to ironclad system, and many others, all devices for worrying pupils.

"To be sure each has some special purpose and some specific advantages in individual cases. Some of them are forced upon us by public opinion. In this last class are included especially schemes for marking.

"There are few teachers who could not dispense with their marking system, and be equally just to the child, were the parents satisfied. The teacher knows from the work done, and not from the marks, whether Johnny or Jimmy should be advanced or held.

"Marks give false standards. Perfection for one child is not perfection for another. The most important of all examination questions is this: Is the child doing his best? The present marking system current almost everywhere gives no answer to this question, and is ordinarily, moreover, no indication of the child's real effort in his work. It must be granted that marks constitute an easily understood indicator of general fitness to advance to a higher grade, and, as such, they offer a concrete goal to the child. But, as a measure and reward of endeavor, marks are a serious failure.

"Again, examinations are devices for worrying pupils, necessary under some conditions, and one of the special beauties of a school system. They should be reduced to the minimum, and are desirable simply as incentives to review and effort."

\* "The Physical Nature of the Child and How to Study It," by Dr. Stuart H. Rowe. (The Macmillan Company, New York.)

## \*Present Day Needs in Education.

By PROF. JOHN M. TYLER, of Amherst College.

Wise old Socrates used to say, if a thing is good, it certainly must be good for something. If we try to state what education is good for, we may make our definition so broad as to be entirely useless, or we may make it definite and narrow. Animals and savage tribes educate their young.

Every year, a great mass of little immigrants are landed in this world. They are entirely unprepared for life. In some way or other, we must help them to adjust themselves to this world in which they find themselves. If any one would frame a system of education which would enable a child or an adult to avoid or to cope with the dangers of life, and to seize its opportunities, he would have done the world a great service.

The moment we look a little closer, we see that opportunities and emergencies differ greatly, in different places. Germany is an armed camp in the middle of Europe. It would never do for us to adopt the German system. If that is true of different countries, far more will it be true of different periods in the same country.

In the time of scattered hamlets and scattered farms, the strain was heaviest on the muscular system and opportunities were few. It was a life of hard manual work in the open air. The education took place, nine tenths of it, at the home. The child had plenty of physical exercise and manual training. The farmer boy, day in and day out, was meeting emergencies that would paralyze a boy of to-day. Books were few in the home, and in the twelve weeks of schooling the boy was eager to learn.

The farm training in self-control, in patience, in industry; the responsibility thrown upon the boy to meet emergencies; the spur of necessity, calling up all of his ingenuity; can you imagine a wiser and better balanced system of education than that old farm life, with about fifteen weeks of school added to it?

Now let us look at the twentieth century: The population, with its mixed classes, its poverty and city its crime, has confronted us before we are ready to meet it. Furthermore, we are exchanging, just as fast as possible, the life of muscular effort in the open air, for one of sedentary indoor occupation. The strain falls on the nervous system instead of on the muscular. This change is really revolutionary in its results.

The average child needs much more exercise than in the last century, because the strain is very much greater to-day. He needs to be two or three times as vigorous. The only way we can make him so, is to give him two or three times as much exercise in the open air.

What we need to-day, and what the schools must furnish for us, is leaders. We need, most of all, strong and wise men and women. The first absolutely necessary characteristic is a strong, tough body. Then we need the high ideal, the vision of greater things. There are other things necessary, perhaps; but first of all we need strong bodies and high ideals, and practical efficiency.

Perhaps in the future we shall not make learning of any less importance but we shall make efficiency of a great deal more importance.

There were three partners in the old educational system: The farm, the home, and the school. The first is practically eliminated, and the efficiency of the home in education has been diminished by the disappearance of farm life. One partner has dropped out, and the efficiency of the other has been impaired.

\*From one of a course of four lectures delivered under the auspices of the Teachers' Association of Lowell, Mass.

Then the third partner must shoulder the load; or the state will suffer.

The first danger that we have to face is a feeble physique. I wish I could get just one law on the statute book, and get it enforced. I would have it enacted that every child born in the city must have at least one grandparent in the country, and that he shall spend three months of every year on the farm.

Second, we have to face a lack of the old hunger for book learning. It must be replaced by power of will, and intensity of purpose.

In other words the education of the future must be primarily an education for efficiency and power, and secondarily for learning.

## Dangers in Manual Training Methods.

By STATE SUPT. W. W. STETSON, of Maine.

From Superintendent Stetson's annual report, recently issued

The industrial education which assists the child in recognizing the forms of nature about him, appreciating their teachings, enjoying their beauties and appropriating them to his uses, is of value. The scientific study of nature belongs in the higher schools; its appreciation should find a place early in the elementary course.

The definite form which these efforts should take is dependent on local conditions. In a city it should have to do with the industries most prominent in that locality. In the country it should include the study of soil, forestry plants, vegetables, fruits, utensils in the home, implements on the farm, and the care and uses of wild and domestic animals. The work should have to do with the things themselves and technical descriptions should be incidental.

The child can learn what a thing is and to what uses it may be put, by getting at the thing itself, observing it in its inception, studying its growth, and using it in its matured form. He can do this best by doing it his own way, making his own mistakes, and learning thru his errors.

He needs instruction, but it should be given so skilfully that he will not be conscious that he is in leading strings. His individuality should be respected and his efforts appreciated.

The work done by the leagues furnish most excellent opportunities for promoting industrial education in its most attractive and helpful forms.

If this training is to be a means of commercial betterment, intellectual culture and esthetic nurture, then the child must study things; he must learn what they are and how they may be used. We have had too much telling about things and too little studying of things themselves; too much instruction and too little investigation; too much detail and too few principles; too much theory and too little practice. We need to get down to the ground and study the thing itself and acquire the strength which actual contact and hard work can give.

The Acadians of northeastern Maine lived in practical isolation until within the past decade. They exhibited unusual facility in the language arts, the use of tools, and the observance of conventional forms. Before the schools of this section were of standard grade, the pupils made miniature duplicates of the utensils found in the home and the implements used on the farm.

A majority of the teaching force had attended the rural schools and the Madawaska training school. None of them ever say a manual training school. At the end of the second year of work in this branch the pupils presented for exhibition a large number of specimens, including all the machinery necessary for the manufacture of cloth from wool, a complete

set of blacksmith's tools, a buggy, and numberless articles of simpler construction. This experiment indicated that the teachers in our rural schools can train their pupils to decorate school-rooms, provide needed apparatus, improve school grounds, if they are interested in these matters and are willing to work with the children.

A somewhat careful study of this experiment and the work done in some of the modern manual training schools has suggested the thought that it is possible for experts to be so severely technical that they are led to use language which has no meaning for the child, or multiply their directions to such an extent that the student is left no opportunity to work independently and learn thru experience the principles underlying his task.

Two serious blunders have been made in industrial training: first, we have waited for the expert to give us the last and minutest detail before we started; second, we have so overdone the directive part of the work that the child has been lost in the haze manufactured by the instruction.

We have devoted so much effort to constructing and installing school machinery that we have no time left for the boy for whose benefit it is supposed to be kept in motion. We have been more anxious to develop skill than to cultivate the taste or train the thought. The conventional and mechanical phases of the work have received the major part of our time and effort.

We have directed, managed, and held the boy in place, until he can neither go afoot nor alone and he has neither the desire nor the capacity to take the initiative. He is wanting in moral fiber, intellectual power, and physical vigor, because he has come to feel that he is a cog, while he knows he has the fitness to be a wheel. Too much of the work only helps him to do his little part in his little place, if he is called upon to do it at the regular time and in routine way; but if you belt him onto a new shaft he will either not turn or will wreck the whole plant.

We have labored so long on the artistic mortise and we have been so occupied with the mechanical details, that the interest and joy of the student have been killed. He has none of the pleasure of learning how to do things by making mistakes in doing them. He has been directed and instructed in his doing, until he can go thru his work as correctly as a piece of machinery would do the same thing; but he has lost the power to think and the impulse to feel. He is incapable of that exercise of imagination which makes such work a means of grace. He can whittle and plane and drill and bore and produce a combination that has all the correctness and all the poverty of the worker who has been drilled and bored and stupefied by exalting things to a place of supreme importance that should be known without a consciousness of the knowledge.

In a word the mechanics of training have been erected into an altar. Those who have worshipped at this shrine have all the littleness that comes to those who worship graven images. It is not strange that the victim becomes as wooden as the material on which he toils.

Still we are told in pious phrase that manual training is the supreme agency in moral development. Is there any worthy work, or thought, or question, that is not in its last analysis, distinctively moral in its essence?

The boy on the farm learns many lessons in lines, angles, squares, and cubes without the benumbing processes so often found in this work in the school-room. It is true, he stumbles for a long time, in the twilight of his own ignorance; but he breeds the discernment that leads him to discover where daylight is and his struggle gives him strength to walk toward it and into it. He cannot use many technical terms and he can give but few scientific definitions, but he

can do the thing that needs to be done. When a tongue pulls out of a sled in the woods he can repair or replace it. When the emergency comes, he is there and he not only rises to, but above the occasion. By such experiences these boys have become captains of industry, noted lawyers, famous clergymen, distinguished teachers, skillful physicians, honest statesmen. It was in farm homes and among primitive but stimulating surroundings that they gained the power which won them their positions of honor. They did things and developed thinking capacity in their doing. They were not swamped in technique, but were taught by service.

I have two pleas to offer: first, give the boy who must learn thru his eyes and hands a fair chance to be educated. Make it possible not only for him to do things, but to get the intellectual training which will make him a master in the field he enters and thus aid him in doing his work better than anyone else of equal capacity has done it. Second, let the instructor and pupils be companions, working together to produce results and develop power, each being an investigator, inventor, doer.

### Forestry in the Public Schools.

A writer in *Forestry and Irrigation*, for September last, A. Neilson by name, is of the opinion that a certain amount of instruction in forestry would be of great benefit to the children in our public schools. A few of his suggestions will be of interest to teachers, as Mr. Neilson indicates what can be done with the expenditure of but little effort, yet to the great advantage of pupils. He says:

"Some children will be enthusiastic over the study of forestry, some will dislike it, but it will leave its imprint on all. When a child grows up and has occasion to plant trees, he will remember his early teaching, and not be absolutely in the hands of a nurseryman. Some teachers will not appreciate or like this new study, but they must be teaching things now that they do not like or have any interest in. To the new study I advocate I offer the solace of *out-door work*. It takes the teacher and the children from the bad atmosphere of the school-room into the clear, pure atmosphere of out-doors, where it will be simply play while the studies are going on.

I do not expect teachers to become expert foresters, nor is there any occasion for going very deep into the matter. What I suggest is simply a practical start in a small way in forest education. The salient and simple forms of forestry must be taught out of doors, among the trees and bushes. What I advocate at the start is to teach the children how to distinguish the various trees and shrubs, teach them their habits, growth, etc., purpose for which the wood is used, and the families the different trees belong to; teach them how to dig up a tree and how to replant it, and how to raise it; how to plant nuts and raise trees from them.

My idea is that each school shall have a small nursery, say one-fourth of an acre or even less. This is to be fenced in. Nearly all the school lots adjoin some farm, and it is entirely probable that the owner of the farm would lend this much land to the school commissioners, who could fence it in at a cost of say, \$5. And no doubt the farmer would contribute the plowing and preparing the ground so that the children could take hold of it and grow the trees. Each school would be furnished with a shovel, hoe, and iron rake. There is, as a rule, in every country school a few boys big enough to wield a shovel; these boys would do the heavy work.

In the spring, from the middle of March to the middle of May, would be the planting time, and in the fall, October and November. During these periods the teacher would take the children to the

nearest woods and dig up seedling trees and shrubs, and in the fall collect the nuts for planting. The trees the teacher would get would be the smallest seedlings, as small as six inches high. These would be planted in the nursery, and during the other months, when fit, the children could be set at work in the nursery caring for them. The nursery will take care of itself during the holidays and during the off planting season. The teacher would also take the children to the woods and give them little lectures on tree matters.

A large number of trees can be grown on a nursery of one-fourth of an acre, and giving three years as the age of removal from the nursery, the plantings should not be more than a third of the nursery area each year. When the trees, at the end of three years, must be taken up, they can be given to the parents of the children, or can be sold. If sold, the money would go to the school to establish a library or for other useful purposes.

I estimate that the money required for the introduction of the study of forestry for each school the first year would be about \$17.25, made up as follows:

Fencing in the nursery	\$5.00
Purchase of outside trees	8.00
Two books	2.00
Pamphlets marking directions	25

\$17.25

With this capital invested, there would be no more expense, except the purchase each year of about \$5 worth of shade trees. No sales can be made from the nursery for about three years, but after that, each year will produce its crop of several hundred trees, and they would be sure to produce an income of \$25.00 per year or more.



### Arbor Day Program.

Recognizing the increasing importance of Arbor Day, and in response to a general demand from its members, the American Civic Association arranged for the preparation of the "Suggested Arbor Day Program," herewith reproduced. The program is the work of Mr. Warren H. Manning, of Boston, vice-president of the association's "Outdoor Art" department. Mr. Manning has given much time and thought to the subject of the most effective observation of Arbor Day and the program presented herewith is the fruit of close study and wide experience.

This program can be varied to meet the needs of the community in which it is to be rendered.

Brief Address by Teacher	10 minutes
(Origin and purpose of Arbor Day—Arbor Day Law—The tree, the shrub, the flower — in history, literature, poetry, art, and the daily life.)	
Song. (Selected).	5 minutes
Noted Trees.	10 minutes
Short stories from pupils about celebrated trees.	
Song. (Selected).	5 minutes
The Beauties of Trees and Nature.	10 minutes
(Short quotations by pupils from celebrated authors and poets.)	
Song. (Selected).	5 minutes
Our Own Beauty Spots.	15 minutes
(Pupils to locate and describe beautiful local natural features that ought to be saved.)	
The Dedication of the Arbor Day Memorial	5 minutes
Song. (Selected).	5 minutes

#### Appropriate Songs for Arbor Day.

- "Mountain Maids' Invitation."
- "America."
- "Star Spangled Banner."
- "The Brave Old Oak."
- "The Christmas Tree."

(For kindergarten and first grades.)

"The Alder by the River."

"Pussy Willow."

"The Golden Robin," by W. O. Perkins, a collection of songs, contains several appropriate woodland and spring songs, as "Our New Song"; "Cold Winter Is Gone"; "Spring Song"; "The Old Mountain Tree"; "Away to the Hills"; and "April Song."

#### OCTAVO MUSIC.

"Verdant Fields,"	By C. Grobe
"Presage of Spring,"	By A. Hollander
"Plant a Tree,"	By Leslie
"The Trees are all Budding,"	By F. Kucken
"Woods—Early Spring,"	By Mendelssohn

#### List of Noted Trees.

The Elm Tree at Philadelphia under which William Penn made his famous treaty with nineteen tribes of barbarians.

The Charter Oak at Hartford which preserved the written guarantee of the liberties of the Colony of Connecticut.

The wide-spreading Oak tree of Flushing, Long Island, under which George Fox, the founder of the Society of Friends or Quakers, preached.

The lofty Cypress tree in the Dismal Swamp under which Washington reposed one night in his young manhood.

The huge French Apple tree near Ft. Wayne, Ind.; where Little Turtle, the great Miami chief, gathered his warriors.

The Elm tree at Cambridge in the shade of which Washington first took command of the Continental army, on a hot summer's day.

The Tulip tree on King's Mountain battlefield in South Carolina on which ten bloodthirsty Tories were hanged at one time.

The tall Pine tree at Ft. Edward, N. Y.; under which the beautiful Jane McCrea was slain.

The magnificent Black Walnut tree near Haverstraw on the Hudson at which General Wayne mustered his forces at midnight, preparatory to his gallant and successful attack on Stony Point.

The grand Magnolia tree near Charleston, S. C.; under which General Lincoln held a council of war previous to surrendering the city.

The great Pecan tree at Villere's plantation, below New Orleans, under which a portion of the remains of General Packenham was buried.

The Pear trees planted, respectively, by Governor Endicott, of Massachusetts, and Governor Stuyvesant, of New York, more than two hundred years ago.

The Freedman's Oak; or Emancipation Oak; Hampton Institute, Hampton, Virginia, under which the slaves of this region first heard read President Lincoln's Emancipation Proclamation.

The Eliot Oak of Newton, Mass., under which the apostle, John Eliot, taught the Indians Christianity.

The old Liberty Elm of Boston, planted and dedicated by a schoolmaster to the independence of the colonies, and the rallying point for patriots before, during, and after the Revolutionary war.

The Burgoyne Elm at Albany, N. Y.; planted the day Burgoyne was brought there a prisoner.

The Ash and Tulip trees planted at Mt. Vernon by Washington.

The Elm Tree planted by General Grant on the Capitol Grounds, at Washington.

Sequoia—Palo Alto, California.

The Cary Tree planted by Alice and Pheobe Cary in 1832, a large and beautiful Sycamore seen from the Hamilton turnpike, between College Hill and Mt. Pleasant, Hamilton county, Ohio.

#### List of Authors and Books on Trees.

The Bible.

Shakespeare ("As You Like It." "Mid-Summer's Night Dream." "Sonnets.")

William Cullen Bryant ("Among the Trees." "Planting of the Apple Tree.")  
 Henry W. Longfellow ("Hiawatha.")  
 James Russell Lowell ("Vision of Sir Launfal." "Biglow Papers—Second Series." "The Oak." "To a Pine Tree." "The Birch Tree." "Indian Summer Reverie." "Under the Willows.")  
 John Greenleaf Whittier ("Among the Hills.")  
 Ralph Waldo Emerson ("My Garden.")  
 Henry D. Thoreau ("Walden.")  
 Oliver Wendell Holmes.  
 James Whitcomb Riley.  
 William Cowper ("Yardley Oaks.")  
 George P. Morris ("Woodman, Spare That Tree.")  
 Wilson Flagg.  
 James Thomson ("Autumn." "The Seasons.")  
 Susan Fenimore Cooper ("Rural Hours.")

John Muir ("Our National Parks.")  
 John Milton ("Paradise Lost." "L'Allegro." "Il Penseroso.")  
 Alfred-Lord Tennyson.  
 Sir Walter Scott.  
 George Eliot.  
 John Dryden.  
 William Wordsworth.  
 Robert Burns.  
 Lord Byron.  
 John Ruskin.  
 Thomas Moore.  
 Robert Herrick.  
 Felicia Hemans ("Homes of New England.")  
 Susan Coolidge ("The Birch Tree.")  
 Jones Very ("The Tree.")  
 Bjornsen ("The Tree.")

## Arbor Day in States and Territories.

[The following table, prepared in the Bureau of Forestry, shows the growth of sentiment in favor of a State Arbor Day.]

Arbor Day in the Several States and Territories,		STATES AND TERRITORIES.	WHEN FIRST OBSERVED.	STATES AND TERRITORIES.	WHEN FIRST OBSERVED.	ANNUAL OBSERVANCE.
Alabama	1887	February 22.	New Hampshire	1885	No date fixed, usually in May.	
Alaska		Not observed.	New Jersey	Apr. 18, 1884	Usually third Friday in April, appointed by governor.	
Arizona	Feb. 1895	Friday following first day of April, also Friday following 1st day of February.	New Mexico	Feb. 16, 1891	2nd Friday in March.	
			New York	May 3, 1889	Friday following 1st day of May.	
Arkansas	Dec. 15, 1895	December 15, (irregularly observed).	North Carolina		Oct. 12th, usually observed.	
California	<i>mas 7/1895</i>	Observed by separate counties, but not generally.	North Dakota	May, 1890	First Friday in May.	
Colorado	1890	Third Friday in Apr.	Ohio	Apr. 27, 1882	Second or third Friday in April.	
Connecticut	1886	Appointed by governor, last Friday in April or 1st in May.	Oklahoma		2nd Friday in April.	
Delaware	1901	Appointed by governor, usually in April.	Oregon	Apr., 1887	Appointment by governor in April or May.	
District of Columbia		Not observed.	Pennsylvania	1887	In Oct. Appointment by Superintendent of instruction.	
Florida	Feb. 9, 1886	First Friday in Feb.	Rhode Island	Apr. 29, 1886	2nd Friday in May.	
Georgia	1890	First Friday in Dec.	South Carolina	Nov., 1889	3rd Friday in Nov.	
Idaho	1886	Last Monday in April.	South Dakota		Date fixed by governor.	
Illinois	1888	Date fixed by governor and Supt. of public instruction.	Tennessee	1887	Date fixed annually in November.	
Indian Territory		Not observed.	Texas	Feb. 22, 1889	February 22.	
Indiana	1887	Last Friday in Oct.	Utah	1896	April 15.	
Iowa	1887	Date fixed by proclamation of Congress.	Vermont	1885	Latter part of April or first of May.	
Kansas	1875	Date fixed by proclamation of Congress.	Virginia		Irregularly observed; date set by governor, different dates east and west of the Cascades.	
Kentucky	1894	Not observed.	Washington	1892	Third Friday in April and third Friday in November.	
Louisiana	<i>Nov. 24, 1905</i>	Not observed.	West Virginia	1881	Date fixed by governor.	
Maine	1887	Date fixed by proclamation of governor, usually early in May.	Wisconsin	1889	Date fixed by governor.	
Maryland	Apr. 10, 1889	In April; date fixed by proclamation of governor.	Wyoming	1888	Date fixed by governor.	
Massachusetts	1886	Last Saturday in April.				
Michigan	Apr. 1885	Last Friday in April.				
Minnesota	1895	Date fixed by proclamation of governor, usually last of April, or first of May.				
Mississippi	Dec. 10, 1902	December 10.				
Missouri	Apr. 16, 1886	Friday after 1st Tuesday in April.				
Montana	Mar. 11, 1895	2nd Tuesday in May.				
Nebraska	Apr. 10, 1872	April 22.				
Nevada	1887	Date fixed by proclamation of governor, usually in April.				

*Don't think less of your system than you do of your house. Give it a thorough cleansing, too. Take Hood's Sarsaparilla.*

## THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, \$2.50 a year. Like other professional journals *THE SCHOOL JOURNAL* is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—*TEACHERS MAGAZINE* (\$1.00 a year), and *EDUCATIONAL FOUNDATIONS* (\$1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also *OUR TIMES* (current history for teachers and schools), weekly, \$1.25 a year. A large list of teachers' books and aids is published and all others kept in stock.

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## National Educational Association.

### Executive Committee for 1905-1906.

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The names of State Managers are indicated by indentation. In all other cases the State Directors will act as State Managers.

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schools	
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C. H. Maxson, prin. of Iloilo Nor. Sch.	Iloilo, Philippine Is.

### Organization at San Francisco.

#### LOCAL EXECUTIVE COMMITTEE.

Chairman	Rufus P. Jennings
25 New Montgomery st., San Francisco.	
MEMBERS—CHAIRMEN OF SUB-COMMITTEES.	
Committee on Reception	Alfred Roncovieri
Committee on Excursions and Transportation	Thomas J. Kirk
Committee on Halls	P. H. McCarthy
Committee on Police	Fred J. Koster
Committee on Programs	William H. Langdon
Committee on Hotels and Accommodations	W. L. Growall
Committee on Membership	James A. Barr
Committee on Publicity and Printing	R. B. Hale
Committee on Finance	Marcus Gerstle
Committee on Decorations	George K. Frink
Committee on Registration and Information	A. H. MacDonald

### Special Announcement.

As announced in circular dated December 6, 1905 the Executive Committee has selected San Francisco, Cal., as the place of meeting for the Forty-fifth Annual Convention, July 7 to 14, 1906.

The association has met twice on the Pacific Coast; once in San Francisco in 1888, and again in Los Angeles in 1899. Both meetings were among the most successful in its history.

The selection of San Francisco for the Forty-fifth Convention was influenced by a general desire of the members to meet again on the Pacific Coast, as well as by the sincere cordiality of the invitation of the California teachers and the city of San Francisco, and the very favorable rates and ticket conditions tendered by the railroads.

### Railroad Rates.

The railroads of the Trans-Continental Passenger Association have granted a round trip rate of one fare, plus \$2.00 membership fee. This rate will permit going by one direct line and returning by another, except that if the trip is made one way thru Portland, Ore., an arbitrary of \$12.50 is added.

The round trip rate (including membership fee) by direct lines will be as follows:—

From Chicago	\$64.50
From Memphis	61.15
From St. Paul	59.90
From St. Louis	59.50
From New Orleans	59.50
From Missouri River points	52.00

From all points east of these gateways the round trip rate by direct lines can be ascertained by adding to the above rates one fare from starting point to any one of the points above named.

Dates of sale June 25 to July 7, inclusive, with corresponding earlier dates from points east of above gateways.

Stop-over privileges, both going and returning, at all points west of Duluth, St. Paul, Fort William, Ontario, Missouri River Common points; also west of first Texas point, and in California.

Diverse route privileges as noted above.

Tickets good to return to starting point until September 15, 1906.

The railroads of the Western Passenger Association, the Southwestern Excursion Bureau, the Central Passenger Association, the Trunk Line Passenger Association, and the New England Passenger Association have taken action concurring in the rates tendered by the Trans-Continental Association and extending the same proportionate rates to all points in their respective territories.

Concurrent action is expected at an early date by the Southeastern Passenger Association, embracing all lines south

of the Ohio and Potomac rivers and east of the Mississippi river.

Additional announcements as to railroad rates and ticket conditions from all states, and rates in California for excursions to follow the convention, will be made in the Program-Bulletin to be issued about April 1, 1906.

#### Hotels and Accommodations.

It is impossible to publish at this date a full list of hotels that will be open to entertain members. A few are named below whose managers have filed with the Local Committee guarantees as to rates and the number of N. E. A. guests that each will entertain. There are a large number of other hotels at similar rates which will be listed in the Program-Bulletin.

The Local Executive Committee will later make a thorough canvass for accommodations in first class boarding houses, and in private homes, sufficient to meet all possible demands for entertainment.

#### Headquarters.

The Hotel St. Francis will be the headquarters of the Executive Committee and Department Officers, and for such states as may secure accommodations there. In view of the increasing demand each year for parlors for state headquarters and the impossibility of securing accommodations for all at any single hotel, it has been decided to recommend the Palace Hotel as headquarters for states. This does not, however, exclude any state from choosing headquarters at the Hotel St. Francis. These hotels are near each other, and both are favorably situated with reference to the places for general and department meetings.

The rates per day for the convention are as follows at the two

#### Headquarters Hotels.

**HOTEL ST. FRANCIS** (General Headquarters)—European plan only. Single room, without bath, one person, \$2.00; with bath, \$2.50. Double room, without bath, two persons, \$3.00 (or \$1.50 each); with bath, \$3.50 (or \$1.75 each) and upward. Parlor suites at regular rates, less 33 $\frac{1}{3}$  per cent. for N. E. A. members.

**THE PALACE HOTEL** (Headquarters for States)—European plan. Without bath—Inside rooms, \$2.00 for one person; \$4.00 for two persons; \$5.50 for three persons; \$6.50 for four persons. Alcove rooms—\$5.00 for two persons, \$6.50 for three persons; \$7.50 for four persons.

With bath—Outside rooms, \$5.00 for one person; \$7.00 for two persons; \$9.00 for three persons; \$11.00 for four persons. Inside rooms—\$3.00 for one person; \$6.00 for two persons; \$8.00 for three persons; \$10.00 for four persons. Two rooms (one outside), with bath connecting—\$8.00 for two persons; \$10.00 for three persons; \$12.00 for four persons.

**THE GRAND HOTEL** (connected annex of the Palace Hotel) will supply accommodations, European plan, for \$1.00 per day and upward according to room.

#### List of Hotels.

"A," American plan; "E," European plan. The rates are for each person per day unless otherwise indicated.

##### Number

Name of Hotel.	of N. E. A.	Rate per day.	Rate per week.
Golden West.....	100	A. \$1.25 to \$2.00 E. .50 " 2.00	\$7.00 to \$14.00 3.00 " 12.00
Sequoia.....	200	A. 2.50 " 3.50 E. 1.00 " 3.00	14.00 " 25.00 7.00 " 15.00
Metropolitan.....	200	E. .35 " 1.50	2.00 " 8.00
Graystone.....	100	E. .75 " 1.50	.....
Seven Oaks.....	30	A. 2.50 " 3.50	.....
Cumberland.....	60	A. 3.00	20.00
Oaks.....	150	E. .50	.....
New Western.....	200	A. 1.50	.....
Stewart.....	30	A. 1.50 " 2.00	.....
St. Nicholas.....	400	A. 2.50 and upward E. 1.00 and upward	.....
Pleasanton.....	100	A. 3.00 for not less than 5 days.	.....
Occidental.....	...	A. 3.00 and upward E. 1.00 and upward	.....
O. S. Mansion.....	100	E. 1.50	.....
Sherman.....	30	E. .50	3.50
Franklin.....	50	A. 2.00	.....
E. 1.00	.....	.....	.....
Savoy.....	...	A. 2.00 and upward E. 1.00 and upward	.....
Commercial.....	...	E. .50 to 1.00	.....
Bradbury.....	50	A. 2.00 " 3.00	10.00 to 18.00
Auditorium.....	80	E. .75 " 2.00	3.50 " 10.00
Alcade Apartments.....	50	E. 2.00 for suites of three rooms	.....
Steward.....	20	A. 2.00	12.00
Windsor.....	30	A. 1.25 to 2.00	.....
Winchester.....	200	E. .50 " 1.50	.....
Edgemere.....	40	A. 2.50	.....
Hamilton.....	75	E. 1.00 " 2.50	.....
Royal.....	150	E. .50 " 1.50	.....
Netherland.....	150	E. 1.00 " 3.00	6.00
Eugene.....	150	E. .75 " 2.00	6.00 to 12.00
Earlwood.....	150	E. .50 " 1.00	2.00 " 5.00

California.....	A. 3.00 and upward E. 1.00 and upward	....
Granada.....	100 A. 3.00 to 4.00	....

#### The Meetings.

There will be six general sessions, commencing at 2.30 P.M. Monday, July 9, besides three special sessions, as follows: On Wednesday afternoon, a session in the Greek Theater of the State University, at Berkeley—distant one hour's ride by boat across the bay and by rail; on Wednesday evening, an entertainment by the musical organizations of San Francisco; on Saturday morning, July 14, a session in the Chapel of Leland Stanford Jr. University at Palo Alto—distant one hour's ride by rail down the Santa Clara Valley.

The leading topics for the general sessions are, "The Making of a Teacher"; "The Compensation of Teachers"; "The Personality of the Teacher"; "The Teacher as a Citizen"; "Economic Relation of the School"; "Special Education"; and "Growth." This last topic will be presented by Luther Burbank, the eminent Californian naturalist. An address on the chief characteristics of "California and the Pacific Coast" will be a prominent feature of the closing session. The programs for the three special sessions will be arranged by the Local Program Committee.

The sessions of the National Council will begin on Saturday, July 7. The dates of the convention are therefore extended to July 7-14 inclusive, the first general session of the association occurring on the afternoon of Monday, July 9. It is expected that Sunday, July 8, will be an Educational Sunday, with provisions for the discussion of appropriate educational topics in the various churches of San Francisco.

Each of the sixteen other departments is completing plans for valuable and interesting department meetings. Six half days are allotted to the department meetings in order that there shall not be more than five or six departments in session at any one time. At the meeting of Department Presidents held in Chicago, Dec. 29 and 30, the general policy to guide the conduct of the meetings was agreed upon and decisions reached as to the range of subjects to be taken up by each department. In some cases announcements were made of eminent educators already secured for the various programs. As a rule there will be fewer topics than usual for each session, with more complete elaboration of each topic and more time for general discussion.

The Department of Indian Education will hold an institute for teachers of Indian schools both before and after the convention.

#### The Local Committees.

A General Convention Committee of more than three hundred of the leading educators and citizens has been organized, on which are found many of the prominent active members of the N. E. A. in California, the governor of California, the mayor of San Francisco, and many other prominent citizens of the city and state. From this number a Local Executive Committee of Twelve has been appointed, whose organization is given on page 250. Each member of this committee is chairman of a sub-committee having in charge specific interests.

It is desired that all correspondence with the various sub-committees of the Local Executive Committee shall be addressed to Mr. Rufus P. Jennings, Chairman, No. 25 New Montgomery St., San Francisco, Cal.

The teachers of San Francisco, under the leadership of the city superintendent of schools, supported by the teachers of the state, have guaranteed a membership for the year of 5,000 from the state of California. That this promise will be redeemed is assured by the fact that at the San Francisco meeting in 1888 California furnished 4,278 members, and at the Los Angeles meeting in 1899, 4,357 members.

#### After the Convention.

A very extensive series of excursions to follow the convention is being arranged by the Local Committee on Excursions, to a large number of the points of historical and scenic interest about San Francisco. The railroads of California will offer special rates to the great number of attractive points in California, particularly to the many beautiful vacation resorts along the Pacific Coast, extending from San Diego to San Francisco; into the upper Sacramento valley, to the Yosemite Park, and to other points in the Coast Range and Sierra Nevada Mountains. Especial care will be taken to accommodate teachers who may wish to spend a part or all of their vacation at the beautiful seaside or mountain resorts of California. Special guide books will be issued by the Local Committee giving full information as to rates and accommodations for comfortable and economical living at these vacation points. The Official Program-Bulletin, to be issued about April 1, will give full particulars of these matters.

#### The Outlook.

The large number of inquiries from every state for information as to rates and convention arrangements, and the reports of the various state directors, give assurance that the attendance at the San Francisco convention will be very large.

The plans of the local committees indicate their purpose to leave nothing undone for the success of the convention and

for the entertainment of the members with characteristic Californian hospitality.

The delightful climate of California at seaside and mountain resorts in summer time, and the very low rates of living will lead many teachers to spend their vacation in that state.

**The Program-Committee.**

The Program-Bulletin, which will contain complete programs and detailed announcements of the various arrangements referred to in this advance circular, together with other

information of interest, will be issued about April 1, and may be obtained on application to Rufus P. Jennings, Chairman, Local Executive Committee, 25 New Montgomery St., San Francisco, Cal., or to the undersigned General Secretary of the association.

NATHAN C. SCHAEFFER,  
President, N. E. A.,  
Harrisburg, Pa.  
IRWIN SHEPARD,  
General Secretary, N. E. A.,  
Winona, Minn.

## Resolutions Adopted by the Department of Superintendence of the N. E. A.

at Louisville, Kentucky, March 1, 1906.

The Committee on Resolutions presented the following report which was unanimously adopted:

Resolved, That the thanks of the department are hereby tendered to Superintendent E. H. Mark, the local committee and the subcommittee thereof, for their untiring efforts to secure adequate arrangements for the success of this meeting; to the Affiliated Women's Clubs for their efforts to make our stay in Louisville pleasant; to the press of Louisville for the prominence given to the reports of our meetings; to the citizens and to the teachers and pupils of the Louisville schools for the generous reception given to our members; to the railroads who have treated the membership generously in the matter of rates; to the president and other members of the department for the excellent program prepared for our meeting.

Resolved, That this department approves of the bill now before Congress extending the franking privilege to State Educational Departments, covering the mailing of reports and other official documents, and urges the passage of the same.

Resolved, That we believe that the interest of educational progress and of this department requires specialization with its resultant definite attention to particular problems and conditions. We, therefore, recommend that the programs of this department be devoted to a discussion of the duties and responsibilities of school administration, management, supervision, and organization.

Resolved, That this department is in hearty accord with that part of the recent report of the Hon. James Wilson, Secretary of Agriculture of the United States, in which he encourages the teaching of elementary agriculture, and we respectfully request Congress to grant the appropriation of \$13,620 which he has asked for to enable him to investigate and report upon the present condition and progress of agricultural instruction and institutions in this and foreign countries.

Resolved, That since it is essential to the successful teaching of industrial subjects in the public schools that teachers shall first be trained for this work, we urge the State normal schools to give special attention to instruction in elementary agriculture, manual training, and domestic science.

Resolved, That in order to enable the normal schools to meet the extraordinary expense of properly equipping themselves for the advancement of instruction in elementary agriculture and manual training we urge upon Congress the adoption of the Burkett-Pollard Bill now before that body making appropriation to the several states for that purpose.

Resolved, That this department takes this occasion to express its sympathy with the efforts now being made in various parts of our country to combat the pernicious influence upon our youth of the fraternities and sororities now found in some of our secondary schools. The recent decision of the Superior Court of Washington assuring the boards of education of that state of their right to fix reasonable regulations and to attach reasonable penalties to enforce the regulations, necessary to control these fraternities and sororities, is the cause of heartfelt congratulation to all friends of the common schools. These undemocratic organizations threaten to change the entire character of the public high school and must be controlled or abolished.

Resolved, That the efforts made by many communities of our country to secure more adequate salaries for the teachers in the public schools give great hope for their increased

efficiency in the future. We wish also to express the belief that the efforts now made by many of our cities to discriminate in schedules of salaries between the more and the less efficient teacher, and to recognize efficiency as well as time in fixing the position of the teacher on the schedule is a distinct recognition that the child, as well as the teacher, is entitled to consideration in fixing the position of a teacher upon the salary schedule. Respectfully submitted,

E. G. COOLEY,  
Chairman.

CHARLES S. FOOS,  
THOS. J. KIRK,  
J. W. SCHWARTZ,  
JOHN H. HINEMON,  
C. F. CARROLL,  
J. S. M'BRIEN.

## Making Theaters Fireproof.

In order to study the subject of safeguarding the construction of theaters most practically, a committee of Austrian engineers recently carried on a number of experiments with a model of the Ring Theater, in Vienna, which some years ago was destroyed by fire.

The model was built on a scale of one to ten, so that its cubical contents were one-thousandth of the actual building, and it was particularly valuable in showing what conditions of ventilation were least conducive to the spread of flames. The most practical results reached showed that it was absolutely necessary to have adequate smoke-vents over the stage, for the air, when heated, produced such a pressure that the gas lights would be extinguished.

Furthermore, this pressure was produced within an incredibly short time, but if it was relieved, the fire could be confined to the stage. The committee, therefore, pointed out the danger of covering the ventilating shafts or smoke vents with wire netting, as is required by the New York building law, for the draught was sufficient to carry up charred paper and canvas from the scenery, so that the outlets were completely closed. The provision of suitable and sufficient smoke-vents was the most necessary feature to retard a fire, as this alone could stop the outburst of flame and smoke into the auditorium. Without these safeguards fire-proof curtains and emergency exits would avail little. It was amply shown in these tests with the model that the bursting out of flames was so rapid that escape was practically impossible.—*Harper's Weekly*.



## The Editor

EXPLAINS HOW TO KEEP UP MENTAL AND PHYSICAL VIGOR.

A New Jersey editor writes:

"A long indulgence in improper food brought on a condition of nervous dyspepsia, nearly three years ago, so severe that I had to quit work entirely. I put myself on a strict regimen of Grape-Nuts food, with plenty of outdoor exercise and in a few months found my stomach so far restored that the process of digestion gave me pleasure instead of distress.

"It also built up my strength so that I was able to resume my business, which is onerous, as I not only edit my own paper but also do a great deal of 'outside' writing.

"I find that the Grape-Nuts diet enables me to write with greater vigor than ever before, and without the feeling of brain-fag with which I used to be troubled. As to bodily vigor—I can and do walk miles every day without fatigue—a few squares used to weary me before I began to live on Grape-Nuts! Name given by Postum Co., Battle Creek, Mich.

There's a reason. Read the little book, "The Road to Wellville," in pkgs.

## The Educational Outlook.

There are 264,367 pupils in the Chicago schools. This is over 7,000 in excess of the highest figures previously reached. There are 260 school buildings with over 5,100 rooms. The school for apprentices last year enrolled 150 young men; this year there are 400. The evening schools have enrolled about 12,000, an increase of 20 per cent. The normal school has 400 against 300 last year. Accommodations were added during the last year for 7,110 more pupils at a cost of \$1,077,000. Nineteen new buildings have been ordered.

At a special meeting of the board of trustees of the Pittsburg Teachers' Association, it was decided to apply for a state charter. The association is made up of about nine hundred teachers.

Ohio pays \$750,000 a year for supported universities. If projects now before the legislature are carried out, this will be easily increased to \$1,000,000.

For two years past the state has paid to Ohio State University, Columbus, \$494,200 annually; to Miami, at Oxford, \$102,000; to Ohio, at Athens, \$82,750, and to Wilberforce University, for the normal and industrial departments, \$65,000.

The fourth annual meeting of the Association of History Teachers of the Middle States and Maryland will be held in Trenton, N. J., March 9-10.

The old Locust street school at Elgin, Ill., recently renamed the George P. Lord school by the board of education, was destroyed by fire on Feb. 7. The building contained eight school-rooms and was attended by 317 pupils. It was insured for \$10,500, less than half its estimated worth.

Superintendent Southworth, of Somerville, Mass., has received a diploma announcing the award of the gold medal for secondary education to the English high school of Somerville, at the Lewis and Clark exposition.

A life-size bronze bust of the Rev. Dr. George W. Samson, president of Columbian college, Washington, D. C., now George Washington University, from 1859 to 1871, was presented to the university, with appropriate ceremonies, on Feb. 21. The bust is the gift of the members of Dr. Samson's family. It is the work of Clark Mills, the well-known American sculptor, and preserves strikingly the strong characteristics of Dr. Samson.

Dr. W. H. S. Demarest, acting president of Rutgers college since the resignation of Dr. Austin Scott, nearly a year ago, announced in chapel on Feb. 20, that he had accepted a permanent appointment as president of the institution.

Dr. Demarest was born at Hudson, N. Y., on May 12, 1863. He was graduated from Rutgers preparatory school in 1879, and from the college in 1883. He was first honor man and class-day orator. He was pastor of the Reformed church at Walden, N. Y., and later pastor of the Reformed church at Catskill, N. Y. In 1901 he was elected to the faculty of the theological seminary.

### Superintendents Favor Medical Inspection.

At the recent meeting of the Massachusetts School Superintendents' Association held in Boston a resolution was passed endorsing the bill before the legislature relative to medical inspection in the schools.

"History in the Elementary Grades" was the subject for general discussion, and the Hon. George H. Martin emphasized the importance of showing pupils that they are soon to be instrumental in making history and should develop high civic ideals.

The officers elected were: Pres., Clarence E. Brockway, West Springfield; Vice-Pres., Charles E. Stevens, Stoneham; Sec. and Treas., A. L. Barbour, Natick.

### District Superintendents for Philadelphia.

At a recent meeting of the Philadelphia board of education, the following persons were appointed as district superintendents, to fill the positions created by the law remodeling the school system:

George Wheeler, of the Blaine school; Jesse H. Michener, Hoffman school; Oliver P. Corman, Northwest school; George W. Flounders, Robert Morris school; William W. Brown, Singer school; Milton C. Cooper, Packer school; William L. Welsh, Belmont school; Charles H. Brelsford, Claghorn school; Robert L. Burns, Pastorius school, and Samuel E. Chew, Kenderton school. The new superintendents will receive a salary of \$3,000 and began their duties on Feb. 1.

### Commercial Schools Institution.

The American Commercial Schools Institution, located at Washington, D. C., is conducting a four years' course of study for the purpose of conferring collegiate degrees upon teachers who successfully complete the course. The faculty is composed of representative men from the leading universities of the country, who are specialists in their subjects. This is the first big step which the American institution is taking toward the position of advanced education for the commercial schools of America, and is now open to the reception of correspondence from all inquiring teachers and educators who may desire to avail themselves of the institution's generous offer. Requirements for the course of study and the outline of its features is herewith given:

**ADMISSION.**—Admission to the regular graduate course requires the completion of the usual English high school course, or its equivalent, and the completion of the ordinary commercial branches, such as bookkeeping, commercial arithmetic, commercial law, correspondence, spelling, and penmanship. A preparatory course is provided which permits candidates to make up deficiencies.

**EXAMINATIONS.**—Candidates for admission to the course, who do not hold certificates of graduation or diplomas from accredited schools, will be required to satisfactorily pass examinations before admission.

**REQUIREMENTS FOR GRADUATION.**—Candidates for the Bachelor's degree must complete the equivalent of sixteen full year studies. Each study will be assigned credits in proportion to its importance and the time given to its consideration in the course.

**COURSE.**—The course is divided into groups under eight headings as follows: Education, Business Technique, Language, History, Economics, Mathematics, Geography, Law and Government. Studies in one or more of these groups must be maintained continuously without serious interruption by all candidates for graduation.

**STUDIES IN GROUPS.**—1. Education; Philosophy of Education, History of Education, and psychology, Pedagogy and Schools Administration. Special studies in psychology as applied in teaching commercial branches.

2. Business Technique; Accounting, Organization and Auditing, Business methods, and Business Administration in commercial and industrial pursuits.

3. Language; Rhetoric and Composition, Commercial Correspondence, Advertising and Trade Literature, Commercial English and Composition, German, French or Spanish.

4. History; Medieval, Modern and

American Economic History, History of Commerce and Industry, Financial History of the United States, and of principal foreign countries.

5. Economics; Principles of Political Economy, The Economics of Production, Economics as applied to local and foreign commerce and industry, Relations of Government and Commerce, Finance, Money and Banking.

6. Mathematics; Advanced Commercial Arithmetic, Applied Arithmetic in Problems of Finance, Business Organization, Insurance, Sinking Funds, Refunding of Loans, Reorganization of Corporations, etc.

7. Geography; Commercial Geography, Commercial Products, Economic Geography of North America, Economic Geography of England, Germany, and France, Foreign and Domestic Commerce of the United States, Industries and Resources of the United States, Methods of Distribution and transportation.

8. Law and Government; Commercial Law, Constitution, Administrative and International Law, Civil Government, etc.

All correspondence regarding the collegiate degrees, or other features of the American Institution, may be addressed to Dr. Edwin Leibfreid, Dean, Washington, D. C.

### Supt. Foshay's Farewell.

Supt. James A. Foshay, of Los Angeles, gave his parting talk to his teachers a few days ago. He said in part:

I believe few cities have thriven as has Los Angeles. No one can doubt that the last decade has been more progressive, has witnessed more development, than any other decade in our history. The occupancy of storerooms, basements, temporary structures and the holding of half-day sessions during some periods were the rule rather than the exception; but it has been gratifying to note the readiness with which pupils and parents have accepted and accommodated themselves to these abnormal conditions.

The tendency of those who have the guiding of the courses of study has been to introduce rather than to eliminate. This principle should be ever before us, however, that reading, language, arithmetic, geography, and history must keep prominently in the foreground, and that additional studies should not be allowed to interfere with the thoroughness of these standard branches. Other subjects may be introduced for the value in their own lines, but they should be made to contribute, in a large degree, to strengthening the work done with the standard branches.

There is perhaps, no subject that has received more attention than that of manual education, and Los Angeles has kept pace by introducing, as her crowning educational feature, the Polytechnic high-school, of which we all are justly proud. Indeed, Los Angeles may well boast of the two crowning features of her public school system, the high schools. Loyalty to the school, to principals and teachers, individual and as a body, is always present in the alumni and student body.

It may not be out of place for me to call attention to some of the changes which have been made since 1895. At that time there was one high school, with twenty-eight teachers, fourteen of whom are with us now; at present there are two high schools and seventy-seven teachers. We further note the introduction of ungraded rooms; establishment of a parental school in connection with the detention home; employment of attendance officers; carrying out of the provisions of the child labor law; establishment of school for the deaf; establishment of the Polytechnic high school; introduction of different forms of manual training (in-

elementary. The schools have a net enrollment of 655,503 pupils, an increase of 5.35 per cent., while the average daily attendance is 487,005, an increase of 20,434, or 4.38 per cent. To direct this system there are thirty-five superintendents, twelve directors or special branches, 11,289 elementary school teachers, an increase of 308; 705 principals and supervisory officers; while in the high schools there are fourteen principals and 705 teachers. The average number of pupils to teacher in high schools is twenty-four, in elementary schools forty-six, and in kindergartens thirty. There are 460 kindergarten teachers, an increase of forty-one.

### Dinner to Mr. McGowan.

New York city teachers and their friends filled the dining hall of the Waldorf-Astoria on the evening of Feb. 27 for the dinner given to Pres. P. F. McGowan, former member of the board of education and now president of the Board of Aldermen. It was a thoroly representative assembly. Over the guests' table the walls were hung with the American colors draped in festoons, which set off in relief the rich mural paintings of the hall.

Dr. John Dwyer was toastmaster. At his right sat President McGowan as the guest of the evening, and Mayor George B. McClellan on his left. Seated at the table also were Mrs. McClellan, Mrs. McGowan, Archbishop Farley, President Egerton L. Winthrop, and Mrs. Winthrop, Miss Katherine D. Blake and Miss Margaret F. O'Connell, who contributed to entertain the guests;—Controller Herman A. Metz, Corporation Counsel John J. Delaney, the Rev. Fathers M. J. Lavelle, Roache, and Sullivan, President John H. Finley, of the City College; Dr. William H. Maxwell, City Superintendent of Schools; Superintendent of School Buildings C. B. J. Snyder and Mrs. Snyder. President Hunter was to have been present but was prevented by illness.

Previous to the dinner a reception was held in the large ballroom, during which the teachers were presented to the Mayor and Mrs. McClellan and to President and Mrs. Winthrop, to Archbishop Farley and other guests. Of the board of education there were present Commissioners Barrett, M. Samuel Stern, Thomas J. Higgins of The Bronx, Dr. Louis Haupt, Francis P. Cunnion and Mrs. Cunnion, former Commissioner John J. O'Keefe and his wife. Fire Commissioners John H. O'Brien and Mrs. O'Brien, and other familiar faces were among the guests. The menu contained a good portrait of President McGowan.

Dr. Dwyer referred in his opening remarks to Mr. McGowan's work in the board of education. He presented Miss O'Connell, principal of No. 31, who presented him with a bound volume containing the names of those who had contributed to this occasion.

Mr. McGowan said in reply that this was the greatest honor he had ever received, and he regarded it a greater distinction to be sworn in a member of the board of education by the best Mayor New York had ever had, than to be sworn in his present office by a Supreme Court Justice.

Mayor McClellan expressed his sympathy with the schools. The school army, he said, was fighting the battle of civilization against the organized forces of ignorance, prejudice, and lawlessness. Those who make the plans must realize that children are human beings and not packing cases in which all sorts of things ornamental and useful are to be stored away—in an infinitesimal period of time. Those who give the orders will be successful only when they realize that the teachers, as well as the children, have

their limitations and cannot accomplish the impossible.

Dr. Maxwell told of the growth of the city since consolidation. Population had increased eleven per cent., the school registration thirty-three per cent. He expressed his gratitude to Mr. McGowan for frequent counsel and sympathy. Corporation Counsel Delaney spoke of the efforts of Mr. McGowan in the schools. Controller Metz said that he also was a member of the board of education, in which he had given his first public service. Dr. Finley traced an analogy between Mr. McGowan and the Irish Gowen tree, whose sturdy ruggedness he believed had in time been transplanted to this country. Miss Katherine Blake, principal of No. 6, paid the closing testimony to the guest of the evening.

The function was under the direction of a large committee of ladies and gentlemen, including Miss Millicent Baum, Superintendent Edward W. Stitt, Thomas J. Boyle and Dr. William McAndrew, principal of the Girls' Technical School.

### Board of Education Meeting.

The board of education at its regular meeting on Feb. 28 adopted the new absence rules which have been under consideration for some time. According to these rules all teachers will be treated alike, as there is no requirement as to length of service. Teachers who are sick will be excused, according to the following schedule: One day, no refund; two days, a refund of one-fourth of a day's pay; three days, three-fourths of a day; four days, one and a half day's day, and full pay for the fifth and succeeding days to and including the twentieth. Half pay will be granted for the twenty-first and following days not exceeding the ninety-fifth.

Chairman Greene submitted a report setting forth a new system of compiling and presenting financial facts and statistics. The object of the plan is to classify school finances under property accounts, education cost, and administrative cost. By means of a card system and tables the finance department will be able to tell at any time exactly what is the status of different accounts.

The board placed itself on record as opposed to two bills now before the legislature. Assembly bill 625, providing that upon a request of the majority of the taxpayers in any neighborhood the board of education must set aside for their use, as a meeting-place, a room in one of the school buildings, the expense of same to be paid by the taxpayer's association, was opposed because it was an encroachment upon the powers of the board and was mandatory in character.

Assembly bill 233, which constitutes the secretary of state, the state commissioner of education, and the chancellor of the state university a state school text-book board to prepare lists of textbooks for use in the public schools of the state is objected to because it deprives the board of powers and is a violation of the home rule principle.

According to the reports of the principals of the schools for January, part time classes are still increasing. During that month there were on part time 70,615 children as compared with 63,488 last year, an increase of 7,127. The greatest number of part-time pupils is in Brooklyn, which borough has 39,080, while Manhattan has 24,809.

The registration in all schools showed an increase of 15,897, while the increase in average attendance was 40,650. The total registration in all schools was 563,229, as compared with 547,332 a year ago. Of this number 538,772 were in elementary schools and 23,311 in high schools.

Both the high and elementary schools of Manhattan show a falling off. In the

high schools the registration has dropped from 9,077 to 8,519, the borough being second to Brooklyn, which has 9,867. In elementary schools the total registration in Manhattan was 255,583, a decrease of 898.

Brooklyn showed an increase in register of 8,916, the total figures being 189,015. In Queens the increase was 3,494, while in the Bronx it was 3,201.

Chairman Man of the committee on examinations protested against a resolution to legislate all special committees out of office. President Winthrop explained that the reason for the action was that there were a large number of special committees which had never been discharged and which were inactive. These should be disbanded.

The report of the finance committee increasing the salaries of the examining physicians of the board was laid over.

### A Perfect Hand.

How Its Appearance Became Familiar to the Public.

The story of how probably the most perfect feminine hand in America became known to the people is rather interesting.

As the story goes the possessor of the hand was with some friends in a photographer's one day and while talking, held up a piece of candy. The pose of the hand with its perfect contour and faultless shape attracted the attention of the artist who proposed to photograph it. The result was a beautiful picture kept in the family until one day, after reading a letter from someone inquiring as to who wrote the Postum and Grape-Nuts advertisements, Mr. Post said to his wife, "We receive so many inquiries of this kind, that it is evident some people are curious to know, suppose we let the advertising department have that picture of your hand to print and name it 'A Helping Hand.'" (Mrs. Post has assisted him in preparation of some of the most famous advertisements.)

There was a natural shrinking from the publicity, but with an agreement that no name would accompany the picture its use was granted.

The case was presented in the light of extending a welcoming hand to the friends of Postum and Grape-Nuts, so the picture appeared on the back covers of many of the January and February magazines and became known to millions of people.

Many artists have commented upon it as probably the most perfect hand in the world.

The advertising dept. of the Postum Co. did not seem able to resist the temptation to enlist the curiosity of the public, by refraining from giving the name of the owner when the picture appeared, but stated that the name would be given later in one of the newspaper announcements, thus seeking to induce the readers to look for and read the forthcoming advertisements to learn the name of the owner.

This combination of art and commerce and the multitude of inquiries furnishes an excellent illustration of the interest the public takes in the personal and family life of large manufacturers whose names become household words through extensive and continuous announcements in newspapers and periodicals.

The regular meeting of the New York Schoolmasters' Club was held at the hotel St. Denis, on the evening of Feb. 10. The principal address was given by Dr. John O. Spencer, president of Morgan college and formerly of the Anglo-Japanese college, Tokyo, Japan. Dr. Spencer's subject was "Japanese Education, Old and New."

## The Greater New York.

The board of examiners will soon issue a call for an examination for licenses to teach in the high schools. The examination will be held early in April, probably April 2 and 3.

Superintendent Marble has been assigned to the committee on evening and vacation schools. Superintendent Shaw succeeds him as member of the committee on school management.

The Schoolmasters' Association of New York and Vicinity holds its regular monthly meeting on Saturday, March 10, at 10.45 a.m., in Law Room No. 1, New York University Building, Washington Square. The topic for discussion will be "The Effect of the Present College Entrance Requirements upon Secondary School Students." The following head masters will speak: Richard M. Jones, L.L.D., Head Master, William Penn Charter School, Philadelphia, Pa.; David A. Kennedy, Ph.D., Head Master, Dearborn-Morgan School, Orange, N. J.; Dr. John G. Wight, Principal, Wadleigh High School, New York city.

The meetings of the Association are open to all who are interested in Secondary Education. Women as well as men are cordially invited to attend.

Chairman Bach, of the Fifteenth District, New York city, presented a beautiful flag to public school No. 190, on eighty-second street near First avenue, at the Washington's birthday exercises, held on Feb. 21st.

Of the 75,690 pupils in the elementary schools of the city who are on part time, 40,619 are in Brooklyn. In Manhattan the part time pupils number 28,282, while Bronx has 899. There are 5,505 pupils on part time in Queens and 385 in Richmond. The total number of part time pupils for the entire city a year ago was 69,917, or nearly 6,000 less than at present.

Announcement is made that the Richmond county agricultural society has assured proper accommodations for an educational exhibit to be held in connection with the next county fair, which occurs during the week of Sept. 3-7, 1906. This exhibition will give the very best kind of an opportunity to present to the citizens and taxpayers of the borough the nature of the work which the public schools are doing. The earnest co-operation of all principals and all teachers, both special and class teachers, is asked to the end that the exhibition may be representative and satisfactory in every respect.

### On Again, Miss Finigan.

Miss Rose M. Finigan, a teacher of Queens who was dismissed in 1902, has obtained an order directing City Superintendent Maxwell to put her name on the eligible list of teachers for that borough. The court adjudged Dr. Maxwell in contempt for refusing to obey a previous writ of mandamus ordering Miss Finigan's reinstatement.

The case has been before the courts for three years. For five months after her discharge, Miss Finigan went each day to Public School No. 71, Flushing, and tendered her services to Principal Jewell.

There are those who advocate the treatment of malarial fever without quinine, and while we are not in a position to argue the question, it has often occurred to us that the cases treated with antikamnia in connection with quinine recovered more rapidly than those treated without antikamnia. One antikamnia tablet every three hours, given in connection with quinine, will prove this.—Medical Reprints.

### Dr. Maxwell's Report.

Registration of every child in the city; the organization of special schools for the blind, deaf, and crippled children; special provision for classes for backward pupils; the selection of sites in anticipation of the city's growth, and the adoption of pupil self-government in the schools, were among the recommendations made by City Superintendent William H. Maxwell in his report to the board of education March 1.

Attention is directed to the inability to enforce successfully the compulsory education law. The enforcement of the child labor laws and that part of the compulsory education which deals with non-attendants is properly a police function and should be turned over to that department. This need not add greatly to the police labors provided a law is passed requiring, as in Berlin and Paris, the registry of every child of school age in the precinct station houses. "Every citizen would then be notified from the station house when the legal school age (of his child) had arrived, and would be required to report the school to which his child was sent or the means of instruction afforded at home."

To further insure the enforcement of the law some means are needed to make parents realize their responsibility for the attendance of their children at schools. A sufficient force of truant officers is also needed to attend to violations of the law.

In suggesting that the board of education provide schools for the crippled, the blind, and the deaf, Dr. Maxwell says: "Should any child be deprived of free public education because it is suffering from some physical defect? Surely not. The time has long since gone by when it could be said that the education of the blind, the deaf, and the crippled, is an impossibility. Why should the parent of any physically defective child be compelled to resort to charity for its education?"

Much of the report is taken up with a defense of the present course of study and its "fads and frills." It is stated that the course has been simplified, but that elimination of detail in the various studies has not gone far enough. "The past year has seen a most persistent attack on the teaching of the special branches—singing, manual training, sewing, and cooking," but the attack is not supported either by the people of this city or by the educators of the country.

The board of education recently authorized the board of superintendents to organize special classes for backward pupils. According to Dr. Maxwell, the number of these children above normal age is 160,549, or 32 per cent. of the total register. During the preceding year the number was 39 per cent. The greatest number of over-age pupils are found from the second to the sixth year inclusive.

Sixteen and six-tenths per cent. of the population is in the school, and 88 per cent. of the pupils registered attend regularly. There are, according to Dr. Maxwell's way of figuring it, nearly twelve thousand less sittings in the local schools than there are pupils on register. The board expended \$32,318,705.22 for school purposes during the year.

The deficiency is greatest in Brooklyn—15.172 per cent. This, too, in spite of the fact that the building operations during the year were greater than ever before. "From Sept. 1, 1904, to Nov. 15, 1905, buildings have been opened or been under construction which will afford sittings for 147,014 children."

The number of schools has been kept down by the consolidation of departments, thirty-seven schools having been consolidated since 1902. The total supervisory and teaching force comprises 13,

777 persons, of whom 1,532 are men and 12,245 women. During the year 14,906 individual teachers saw service. The pupils are evenly divided as to sex. Of the 551,106 registered, 276,387 are boys and 274,719 girls.

Dr. Maxwell notes a swing from the old-line literary high schools to the special high schools. In commenting upon the examinations for teachers' licenses he states that the total number of applicants during the year was 12,181, of whom only 7,810 were granted licenses.

In commenting upon the special report by Dr. Elias G. Brown on defective children and the classes organized for them, Dr. Maxwell calls attention particularly to his conclusion that "many children are defective because of malnutrition, insufficient or improper food or nervousness." Dr. Brown has found that the cause of much of the dulness in the schools is due to some inherited or acquired physical or mental defect.

"Of Dr. Brown's recommendations," says Dr. Maxwell, "one is distinctly radical, but deserves most careful consideration—the establishment of a boarding school for defective children, with departments for such advanced types as epileptics, the blind, and the deaf."

Dr. Maxwell recommends that "pupil self-government should be introduced in the upper half of the elementary schools and in the high schools, not only as an effective means of discipline, but as a preparation for citizenship."

A special report is submitted by Superintendents Edson and Stevens, which is unfavorable to the adoption of the so-called "school city" plan, but commends the Ray plan developed in Chicago. Dr. Maxwell urges the principals to give it a trial.

In speaking of school sites, Dr. Maxwell recommends "that in all farming neighborhoods within the city, sites be selected and purchased at once on some carefully prepared plan. Possibly these districts should be platted into sections half a mile square. A school site should then be secured at or near the center of each plat."

"The proximity or advent of electric or steam railroads—population always follows rapid transit facilities—should then determine the order in which these sites should be built upon. If, in some such way as this, the remaining unoccupied or partially occupied territory within the city's borders were provided for, several important and beneficent results would surely follow. Population would be attracted away from the congested sections (population invariably clustering round a school-house); the taxable value of what is now rated as farm land would be vastly increased; provision would be made in advance of the settlement of population; no child would be required to walk more than half a mile to school, and all children would be accommodated."

According to the report there are now 506 schools in the city, of which 482 are

## Scrofula

Makes its presence known by many signs,—glandular tumors, bunches in the neck, cutaneous eruptions, inflamed eyelids, sore ears, catarrh and wasting diseases.

**Hood's Sarsaparilla**  
Effects permanent cures.

cluding domestic science), from the kindergarten thru the high school; furnishing of supplementary reading matter to all the new buildings and many of the old ones; a closer connection of our work with that of the public library; introduction of several departments in the high schools; introduction of lunch rooms at the high schools, also the experiment of serving lunches in one of the grammar schools; the creation of much interest in the decoration of school property, for which purpose the teachers and children have contributed more than \$15,000; the custom of setting apart one day in the year, to be known as Parent's Day; the observance of Arbor Day; the employment of school nurses in conjunction with the health department; the introduction of nature study in the grades; the introduction of child study on a scientific basis; an entire change in the methods of ordering supplies, book-keeping, etc. Careful attention has been given to the proper planning of school buildings, to especially care for the sight of children and teachers. Practically all of the old buildings have been changed so that the rooms are properly lighted.

A comparison of figures also may prove of interest: The number of school buildings in 1895 was 36; in 1906 they are 63. The number of teachers in 1885 was 68; in 1895, 290, and in 1906, 832. The receipts for 1894-5 were \$354,731.81; in 1904-5 they were \$1,081,421.84. The overdraft, June 20, 1895, was \$41,296.81, but there was a balance on hand June 30, 1905, exclusive of the building fund, of \$101,371.33. The number of pupils enrolled in 1884-5 was 4,610; in 1894-5 it was 14,020; in 1905-6 (first term) it is 33,984. The valuation of school property in 1885 was \$248,000; in 1895 it was \$770,570.66; in 1906 it is \$2,670,000.

An event in the history of school affairs was the election, in 1904, of a non-partisan board of education. The people of this city have been exceedingly fortunate in having for members of their board men who have employed business principles in the management of school affairs. Contracts have invariably been awarded to the lowest and best bidders and the material bought in the same manner that a business firm would purchase. They have rendered excellent service by keeping the schools free from those prejudices which creep into public affairs, and the selection of teachers and others for the department has been made on merit alone. These members as a whole have been zealous to promote the interests of the schools and Los Angeles owes them a debt of gratitude which it can never repay.

I have found it exceedingly difficult to make up my mind to leave the work with which I have been associated thirty years, but because of the lack of strong physical force to supplement the necessary mental, it seemed best to me to take a rest or change of work.

Since my decision to resign my position as superintendent, many complimentary remarks have been made concerning the schools of our city. These compliments should be and are for those noble men and women, who, while associated with me so pleasantly during these many years, have borne the burden of our work, and I wish here and now to give expression to my appreciation for the devotion, self-sacrifice and high-mindedness of those teachers who have toiled long for these schools.

Who can estimate the extent of the teacher's power? There is no grander sight or loftier model of excellence anywhere than that of the teacher who has right convictions and maintains a high sense of honor. When the future history of our country is written, and the different heroes who have fought the battles to make our nation strong, are extolled, then will be seen the figure of the teacher, who, in the strength of his integrity and courage, has stood in his place and prepared the boys and girls of to-day to stand for

the cause of truth, loyalty, and patriotism."

As an appreciation of their love and esteem the teachers presented Professor Foshay with a magnificent diamond ring at the conclusion of the address.

### A Frances E. Willard Fete.

Mrs. Don P. Blaine, president of "Y" Branch of District of Columbia W. C. T. U., introduced Commissioner H. B. F. Macfarland, who presided.

Commissioner Macfarland spoke as follows: "Last fall I visited the modest home in Evanston, Ill., and found it well adapted to be the home of her who represented the very best of our American life. She was a knightly soldier expressive of everything chivalric. When her statue was placed in Statue Hall, it was because she was a noble woman, a great citizen, a patriot, an example for us all; boys and girls alike. Illinois, great in material development, greater in its men and women, presents us a remarkable list—Abraham Lincoln, greatest of all, and Stephen M. Douglas, two candidates for president in one campaign, and the present speaker of the house of representatives, in many respects the second power in our country. One of the influential men, no one among them all, worthier to speak on this great theme, is the one whom I now introduce to you, the Hon. Joseph V. Graff, of Illinois."

Mr. Graff. "What shall we do with our lives? This a day of great struggle for prizes, of important scientific triumphs, and energy has never been so stimulated as in the last decade.

"With this success has come our first question, What shall we do with our lives? What prize is there that justifies the life effort of that period thru which we shall pass only once? The fifty or sixty years of piling up stocks—has it been wise?—has it been best? How shall this now be used? How shall the debt to the republic for this success be paid? Life is a jewel which no one has succeeded in creating. Elements of brilliancy and power, exist in every life. Each one is the care taker of his own life.

"In the old house of representatives where the early Congress met there were no wings. When these were added forty-two years ago, a chamber was set apart for the statues of two distinguished statesmen from each state of the Union, types for the balance of the people. Right well in the majority of the states has the choice been made, representing history in every phase. History is collective biography of individuals; national character is the composite result of individual life. Every boy or girl contributes whether they will or not a part of this national per capita, 'for no man liveth to himself and no man dieth to himself'.

"Life must be considered with reference to our duty. Illinois selected the name and history of Frances E. Willard to be perpetuated. This was done because her life has been in great degree an answer to our question,—"What shall we do with our lives?" Her childhood home life influence was uplifting. The shaping of the human soul, the giving of direction to life is the essential aim of education. Teachers are here with reference to this influence. Ambition is to be praised, not for the enthusiasm expressed, but for the prize desired. When you lay your jewel of life down, let it be done with the knowledge that you have done something worthy with it. She had a mighty ambition, but not for self. Her life was devoted to worthy and exalted purposes, for the help of the nation and the race. The world had too low a conception of a woman's life. She showed us that a woman may enter upon a public career without losing one bit of her womanliness.

"Miss Willard gave proof of her oratory by changing the life of her hearers. She

elevated the moral standard,—she made hope and inspiration and aspiration instrumental in the development of public sentiment.

"She presented a polyglot petition to all the rulers of the world covering a period of ten years' hard labor, for legislation is only important when it is influenced by public sentiment! Frances Willard has thru her life work created a mighty public sentiment the world around."

The Scripture lesson was read by Mrs. Margaret D. Ellis, legislative superintendent of the national W. C. T. U.

The presentation address by Miss Florence L. Jett, president of the Eastern "Y" was as follows:

"You have the words of those who have so ably spoken of Frances Willard. Great distances are accomplished by one step at a time. As young men and women, we wield an influence. When this picture adorns your walls, may it inspire you to high ideals. We have come to you this morning wearing the white ribbon, the insignia of the holy alliance of the cause to which we belong. How gladly shall we welcome you to the ranks of our W. C. T. U."

Among those present were Rev. Chas. H. Butler of Kellar Lutheran Church, Rev. E. B. Bagby of Ninth street Christian church, Rev. D. L. Blakemore of Epworth M. E. Church, Rev. A. K. Wright of Centennial Baptist church, Rev. Geo. E. Maydwell of Waugh M. E. church, Mrs. Clinton Smith, president of D. C. W. C. T. U.; Mrs. A. C. Giles, president of Anna Gordon "Y" Miss Mabel Estelle Calahan, president of Le-Droit "Y", Mrs. R. W. Christian of Frances Smith "Y"; Miss Eleanor Walker of Central, "Y"; Miss Wade of Georgetown "Y"; Mr. J. Holdsworth Gordon, president of the board of education; Mr. P. M. Hughes, Miss Susan Pollock, Mrs. Emma S. Shelton, Mrs. L. F. Randolph, Mrs. Helen Groo, and Mrs. Maynard Twichell.

Reported by Suran Plessner Pollock, Prin. Pollock, Wash. City Normal Kindergarten Inst., 1426 Q street Washington, D. C.

The Lockhart Medical College, named after the English pioneer missionary and organized by the American Methodist, Presbyterian, and Congregational missions, in conjunction with the London missions, was opened at Peking, China, Feb. 13, in the presence of a gathering of the highest Chinese officials and the diplomatic corps. The foreign office conveyed congratulations on behalf of the Dowager Empress, who gave 10,000 taels to the building fund.

The Royal Astronomical Society of England has bestowed a gold medal upon Prof. William Wallace Campbell, of the Lick Observatory. Professor Campbell has, by his work with the spectroscope, greatly increased the world's knowledge of the motions of the stars.

### Recent Deaths.

Carl F. Rehman, Principal of the free drawing school of Newark, N. J., died on Feb. 17 at his home, 498 Mount Prospect Avenue, of blood poisoning. He was fifty-three years old and was born in Germany. Miss Antoinette Rehman, his daughter, had been acting as principal of the school since her father was incapacitated by illness two months ago.

John B. Stetson, the well-known hat manufacturer of Philadelphia, died at his winter home, near Deland, Fla., on Feb. 18, at the age of seventy-six years. He was the founder of Deland, and held a controlling interest in nearly all its industries. He contributed liberally to the funds of Stetson University which is situated there.

**The Bible in City Schools.**

In Dr. Wylie's admirable compend of the laws and judicial decisions relating to the Bible in schools published a few years ago by the National Reform Association, the author quoted from the report of the United States Commissioner of Education, Dr. William T. Harris, for 1896-7, the facts as to the reading of the Bible in the schools of cities having a population of 4,000 and over. Of 808 cities then reporting, 657 reported that the Bible was read in their schools and 157 that it was not read. Of this latter class 77 reported that it was prohibited. In addition to the reading of the Bible, 536 reported that prayer also was offered.

The latest published report of the same commissioner gives the results of a similar investigation made in February, 1904. Of 1,098 cities then reporting, 818 report that the Bible is read in their schools, and 827 that prayer is offered by the teacher or in concert by the school. On these returns Dr. Harris comments thus: "The percentage of cities in which the Bible is read varies scarcely half a per cent. in the two reports, being 74.5 per cent. in 1896 and 75 per cent. in 1904."

Thus it appears that the custom of reading the Bible is holding its ground in our city schools. With an increase of more than one-fourth in the number of cities whose population brings them within the view of this investigation (1,098 instead of 808), there is an increase of 167 in the number of cities which report that the Bible is read, and an increase of one-half per cent. in the proportion which these bear to the whole number reporting.

These figures show again, as has so often been shown before, how untrue and how unfair is the assumption which we meet with so frequently, that the reading of the Bible has been generally prohibited or discarded in American public schools. They show also how deep-rooted and how persistent, therefore, is the conviction of the American people that the Bible bears some appropriate relation to both government and education, and is therefore properly found and used in schools where the young citizens of the republic are prepared for the responsibilities of citizenship.—*The Christian Statesman*.

**Old Time School Books.**

In the National Review—one of the very best of the London monthlies—is an article on "Old-Time School Books." In it the writer recalls that girls often learned the alphabet, the numerals, and moral maxims by working them in cross-stitch on canvas, thus combining intellectual achievement with feminine accomplishment. "The samplers of our great-grandmothers are enduring relics of hornbooks and battledores. Here is a specimen of verse from a child's sampler of long ago:

Oh, may thy power, Lord,  
Inspire a humble worm,  
To rush into thy kingdom, Lord,  
And take it as by storm.

Art, as well as religion and morality was taught thru the sampler. Charles Lamb describes a book on the making of samplers, published in 1681. The gifted lady who wrote it complains of "the ridiculous things done in work as is an abomination to any artist to behold." She is a conscientious lady, for she assures her readers that she "never durst work any Scripture person" without informing herself first of the "story, visage, and habit of the said person." She is also liberal-minded, and would admit "heathen gods and goddesses" into the sampler, provided only "they work the image aright." She gives exact directions for

**31 Boxes of Gold****300 Boxes of Greenbacks**

**For the most words made  
up from these letters**

**Y = I = O = Grape = Nuts****331 people will earn these prizes.**

Around the fireside or about the well-lighted family reading table during the winter evenings the children and grown-ups can play with their wits and see how many words can be made.

20 people making the greatest number of words will each receive a little box containing a \$10.00 gold piece.

10 people will each win one box containing a \$5.00 gold piece.

300 people will each win a box containing \$1.00 in paper money and one person who makes the highest number of words over all contestants will receive a box containing \$100.00 in gold.

It is really a most fascinating bit of fun to take up the list evening after evening and see how many words can be added.

A few rules are necessary for absolute fair play.

Any word authorized by Webster's dictionary will be counted, but no name of person. Both the singular and plural can be used, as for instance "grape" and "grapes."

The letters in "Y-I-O-Grape-Nuts" may be repeated in the same word.

Geographical names authorized by Webster will be counted.

Arrange the words in alphabetical classes, all those beginning with A together and those beginning with E to come under E, etc.

When you are writing down the words leave some spaces, in the A, E, and other columns to fill in later as new words come to you, for they will spring into mind every evening.

It is almost certain that some contestants will tie with others. In such cases a prize identical in value and character with that offered in that class shall be awarded to each. Each one will be requested to send with the list of words a plainly written letter describing the advantages of Grape-Nuts, but the contestant is not required to purchase a pkg.

These letters are not to contain poetry, or fancy flourishes, but simple, truthful statements of fact. For illustration: A person may have experienced some incipient or chronic ailse traceable to unwise selection of food that failed to give the body and brain the energy, health, and power desired. Seeking better conditions a change in food is made and Grape-Nuts and cream used in place of the former diet.

Suppose one quite the meat, fried potatoes, starchy, sticky messes of half-cooked oats or wheat and cuts out the coffee. Try, say, for breakfast a bit of fruit, a dish of Grape-Nuts and cream, two soft-boiled eggs, slice of hard toast, and a cup of Postum Food Coffee. Some amateur says: "A man would faint away

on that," but my dear friend, we will put dollars to your pennies that the noon hour will find a man on our breakfast huskier and with a stronger heart-beat and clearer working brain than he ever had on the old diet.

Suppose, if you have never really made a move for absolutely clean health that pushes you along each day with a spring in your step and a reserve vigor in muscle and brain that makes the doing of things a pleasure, you join the army of "plain old common sense" and start in now. Then after you have been 2 or 3 weeks on Grape-Nuts training you write a statement of how you used to be and how you are now. The simple facts will interest others and surprise yourself. We never publish names except on permission, but we often tell the facts in the newspapers and when requested give the names by private letter.

There is plenty of time to get personal experience with Grape-Nuts and write a sensible, truthful letter to be sent in with the list of words, as the contest does not close until April 30th, 1906. So start in as soon as you like to building words, and start in using Grape-Nuts. Cut this statement out and keep the letters Y-I-O-Grape-Nuts before you and when you write your letter you will have some reason to write on the subject "Why I Owe Grape-Nuts."

Remember 331 persons will win prizes, which will be awarded in an exact and just manner as soon as the list can be counted after April 30th, 1906. Every contestant will be sent a printed list of names and addresses of winners on application, in order to have proof that the prizes are sent as agreed. The company is well known all over the world for absolute fidelity to its agreements and every single one of the 331 winners may depend on receiving the prize won.

Many persons might feel it useless to contest, but when one remembers the great number of prizes—(331)—the curiosity of seeing how many words can really be made up evening after evening and the good natural fun and education in the competition, it seems worth the trial; there is no cost, nothing to lose and a fine opportunity to win one of the many boxes of gold or greenbacks.

We make the prediction that some who win a prize of gold or greenbacks, will also win back health and strength worth more to them than a wagon full of money prizes.

There are no preliminaries, cut out this statement and go at it, and send in the list and letter before April 30th, 1906, to Postum Cereal Co., Ltd., Battle Creek, Mich., and let your name and address be plainly written.

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working Scripture personages and heathen gods; here is one: "If you would work Jupiter or Jove, the imperial feigned god, he must have long, black, curled hair, a purple garment trimmed with gold, and sitting upon a golden throne with bright yellow clouds about him."

**The Sunny Side.**

**Could not Trust Him.**

After a wordy argument in which neither scored, two Irishmen decided to fight it out. It was agreed that when either said "I've enough" the fight should cease.

After they had been at it about ten minutes one of them fell, and immediately yelled, "Enough! I've enough!"

But his opponent kept on pounding him until a man who was watching them said:

"Why don't you let him up? He says he's got enough."

"I know he says so," said the victor, between punches, "but he's such a liar you can't believe a word he says."—*Washington Post*.

**Interviewing the Sultan.**

An interview with the Sultan of Turkey has its amusing side. That monarch is not supposed officially to know any language but his own. An interpreter thunders his majesty's questions at the visitor, then cringes with awe as he listens to the words of his royal master. The contrast is close to the ridiculous. At the conclusion of the interview the Sultan rises and says quietly in the visitor's language or in French: "Now that our business is over, will you join me in my study and have a cup of coffee?"—*New York Tribune*.

**The Humors of Rural Delivery.**

Mr. Henry A. Castle, former auditor for the Post-office Department in Washington, writes amusingly in the current *Harper's Weekly* concerning "The Uses and Humors of Rural Delivery." The rural mail carrier, says Mr. Castle, has many troubles, which begin when he gets his commission and assumes his duties. One source of his woe is the never-ceasing exactions of the "patrons" along his route. They ask him to find out "what Jones is paying for wood," and to let them know to-morrow without fail. They expect him to find out who has pigs for sale, and "what the butcher is paying for calves, and what the storekeeper would recommend for a sick baby." A rural carrier in Saginaw County, Mich., received, says Mr. Castle, the following

**To Florida**

More of you will go this year than ever before. Your actual moving day may be months ahead, but your "thinking over" time is near.

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**Baby Covered with Sores.**

Would scratch and tear the flesh unless hands were tied—"Would have died but for Cuticura."

"My little son, when about a year and a half old, began to have sores come out on his face. I had a physician treat him, but the sores grew worse. Then they began to come on his arms, then on other parts of his body, and then one came on his chest, worse than the others. Then I called another physician. Still he grew worse. At the end of about a year and a half of suffering he grew so bad I had to tie his hands in cloths at night to keep him from scratching the sores and tearing the flesh. He got to be a mere skeleton, and was hardly able to walk. My aunt advised me to try Cuticura Soap and Ointment. I sent to the drug store and got a cake of the Soap and a box of the Ointment, and at the end of about two months the sores were all well. He has never had any sores of any kind since. He is now strong and healthy, and I can sincerely say that only for your most wonderful remedies my precious child would have died from those terrible sores. Mrs. Egbert Sheldon, R. F. D. No. 1, Woodville, Conn., April 22, 1905."

**Positions in Porto Rico**

For the school year 1906-07, the Department of Education of Porto Rico desires to engage a considerable number of American teachers for elementary schools. Minimum salary, \$540 per school year of nine months. Normal or college graduates preferred. Especially good opportunities for young men. Full information may be obtained by addressing

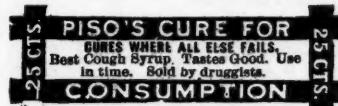
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communication: "Friend Fred: As you run the free delivery by my house, I would like you to bring me on your next trip a barrel of salt, two sacks of flour, also a ton of coal, and three spools of wire, then throw a set of whiffle-trees and an evener under the seat. When you come by Marion Walker's get two of his largest chicken-coops and bring them along; then I can have my turkeys caught so you can take them to town. I think this free delivery is a great thing for us rural people."

**March Activity.**

Uncover bulb beds and the hardy border March 15th, or earlier. Leave the mulching material handy, so that you can replace it at nightfall if a freeze threatens. Uncover early and do all you can to harden the young growths.

Rearrange hardy border and rock garden for better mass and color effects, and plan to fill the gaps left by winter.

Unless you live by the seashore sprinkle salt on your asparagus bed. Scatter half a pound over a square yard.

Manure beds of asparagus, rhubarb, and seakale. In default of manure use nitrate of soda. Apply one ounce to the square yard and rake it in. Repeat three weeks later. Or, use one ounce of nitrate to three gallons of water and apply in liquid form.

Graft old trees of worthless varieties of fruit with scions of good varieties and they will bear well in three years.

Cut off strawberry runners, if you failed to do so last season. Manure the bed.

Preserve wood ashes for April use in the garden. The pile must be kept dry. — *The Garden Magazine.*

Mrs. Florence Milner of Detroit University School, Detroit, Mich., has written a fascinating story for *Education* which will appear in the March number. It shows how a teacher controlled herself under provocation, and instead of dealing harshly with a sensitive but apparently unruly boy in the school-room, approaches him tactfully and got at his heart, thereby starting him on a career of scholarship and usefulness.

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Syrup. And take no other kind. Twenty-five cents a  
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As a result of our late interview I have engaged the following teachers: Miss Nettie K. Whyte as Principal at \$600; Miss Margaret Miller as Principal at \$700; Miss Winnifred Thompson as Principal at \$650; Miss Esther Bensley for Drawing at \$600; Miss Marquette Hyde for English at \$600. This was a fair morning's work. Your candidates seem to me to have been especially strong this year, and I thank you for the assistance you have given me.

Very truly yours, ELMER S. REDMAN, Sup't.

DEAR MR. BARDEEN:

Dr. Redman's visit and my appointment in Hornellsville was done so quickly that it seems like a dream. It is just the position I have been wanting and I didn't hesitate to accept it at once. Thank you for your help.

Very truly yours, NETTIE K. WHYTE.

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